# ENGLISH

Based on Single National Curriculum 2022

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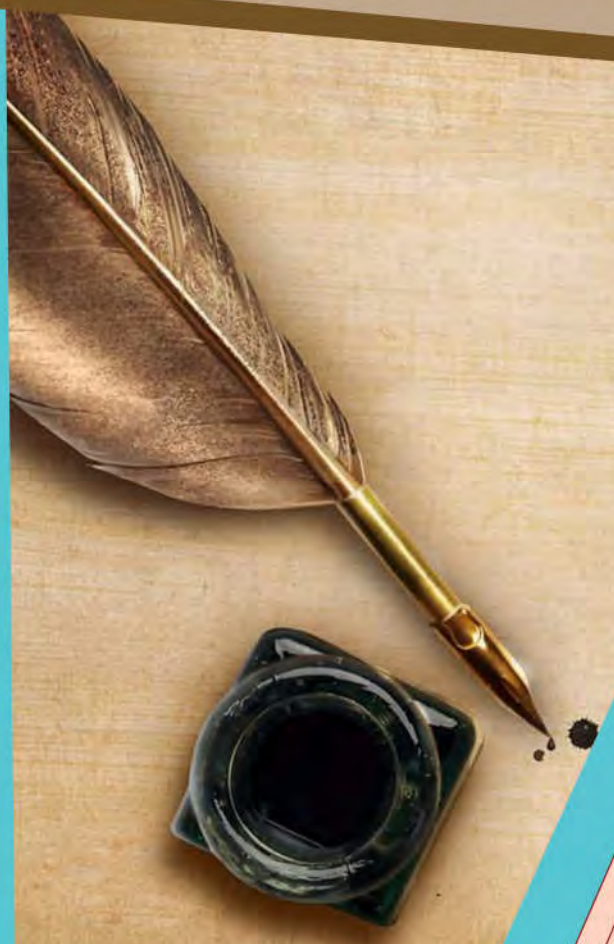

*It is the categorical verdict of all the nations and great seers of the world that national progress depends on education and training of the people.*

*Sir Syed Ahmad Khan*

Punjab Curriculum and Textbook Board, Lahore

بِسۡمِ اللّٰہِ الرَّحۡمٰنِ الرَّحِیۡمِ

(In the Name of Allah, the Most Compassionate, the Most Merciful.)

# English

GRADE

7

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Based on Single National Curriculum 2022

ONE NATION, ONE CURRICULUM

PUNJAB CURRICULUM AND
TEXTBOOK BOARD, LAHORE

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**Authors**

- **Shaukat Abbas**, MPhil English
- **Aamir Mahmood Awan**, MA English

**Reviewers**

- **Ms. Saima Siddique**, Assistant Professor, Govt. APWA College for Women, Lahore.
- **Sayedah Mahjabeen Zahra**, Material Developer, British Council, Lahore.
- **Ms. Zobia Khan**, Assesment Expert, Punjab Examination Commission, Lahore.
- **Ms. Tehmina Shehzadi**, PST, Govt. Elementary School, Ittehad Town, Lahore.

**Supervision**

- **Yusra Raees**, SS English

**Director (Manuscripts), PCTB**

- **Ms. Farida Sadiq**

**Deputy Director (Graphics):**

- **Syeda Anjum Wasif**

**Designed by:**

- **Zahoor Ellahi**

**Prepared by:**

**Gohar Publishers**, 11 Urdu Bazar, Lahore

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# Preface

This English textbook has been written for Grade 7 in light of the Single National Curriculum 2022. This textbooks aims to offer an innovative and graded approach to learning of the English language. This colourful book is easy to use both for students and teachers. All the stories and poems in the textbook are interesting, communicative, meaningful, enjoyable and helpful in building good reading habits in students. Following are some of the features of English 7.

### Special Features

#### Four Skills

This English textbook includes all the four basic skills i.e. listening, speaking, reading and writing. This provides a sound grammatical base for students from the very beginning level. To improve the communicative level of students, every exercise has different situational dialogues encouraging students to speak with correct structures in their everyday life. The grammar will give the students great confidence to understand the basic grammatical structures of sentences. The portion of writing skills will encourage students to write small sentences, paragraphs and even essays on any given topic.

#### Teacher's Note

This English book provides guidelines not only for students but also for teachers on how they can properly guide the students in solving different activities given in the book.

#### Pre-reading, While-reading and Post-reading

All the three reading activities are very helpful and supportive in understanding the comprehension level of students. Pre-reading activities provide a warm-up for students. In this way, their prior knowledge is also tested. While-reading questions are very helpful for a teacher to judge the concentration level of students in understanding the given story. Post-reading questions are also very helpful to understand to what extent the students' have the understanding of the story or the poem.

#### Glossary

At the end of every story or poem, glossary has been given for students to grasp the meanings of difficult words and terms used in the lesson.

#### Charming Illustrations

The illustrations used in this textbook are colourful and attractive and fully match with the given matter.

## How to use this book?

The teachers are requested to keep in mind the following steps before and during teaching this English book.

#### Warm-up Activity

Before starting to read a lesson, the teacher will undertake a warm-up activity and will ask the students to predict about the story or the poem by looking at the given pictures in the lesson. In this way, the students will get ready to learn about the lesson.

#### While-reading Activity

While-reading questions aim at reviewing important points in the text. The teachers should ask such questions with a view to evaluate the concentration of the students in the lesson. Students may be asked to consult the glossary to find out the meanings of difficult words.

In order to enhance the reading competency of students, the teacher should ask every student to read at least a paragraph. The teacher should make necessary corrections of pronunciation of the students while reading.

#### How to Solve Exercise

The teachers should encourage students in solving exercises by themselves. First, the teacher should teach the basic sounds of words. The concepts of digraph, trigraph and rhyming words should be given with examples. The teacher should also get feedback from students on the lesson taught in the form of solving exercises. The teacher should read the portion "Remember" to get an understanding of the given activity. Then the teacher should guide the students to solve the activity themselves.

So far as the dialogue activity is concerned, the t eacher should get students into pairs and ask them to prac tise the dialogue. The teacher should also guide the stu dents in pronouncing the dialogue with correct pronunciat ion and intonation. In this way, the students will feel confident.

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In "Reading and Critical Thinking" activities let the students read and solve the activities by themselves. If the students face any problems, the teacher should guide them. The same method may be applied in "Formal and Lexical Aspects of Language" activities.

As far as "Writing Skills" activities are concerned, the students should be asked to write short sentences of the given words. Then, they should be given small topics with the help of the given words. In this way, the students will be able to write a lengthy note on the given topic.

# Teachers' Guide

## How to Lecture?

### Lecturing Method

Effective lecturing is the main part of the classroom. The main aim of lecturing is the dispersal of information. Lecturing is like spoon-feeding the students without developing their reasoning power unless used with different activities and exercises that call for students' participation.

- Carefully prepare the lecture to stimulate students' intellectually and facilitate learning.
- Make sure to alert the students by verbal or oral cues to more significant information.
- Try to cover all the important points of the lecture and give a summary of the points at the end of the lecture.

### Students' Engagement by Questioning

- To engage students in the lecture, ask questions at the end of each theme or subtopic.
- Ask the thought-provoking questions, applicable to real-life scenarios.

### Brainstorming

- Ask students questions which make students use their insights and learning which they gained from the lecture.

### Students' Learning Assessment from a Lecture

- Engage the students in group activities.
- Make sure the students' class participation.
- Write down the reflections after the activities.
- Engage the students in quizzes and written work.

### Teaching by Discussion

- Arrange the discussions among the students about the theme or subtopic so that they can exchange their views, ideas, opinions, reactions, experiences, and conclusions with each other.
- Prepare for discussion by choosing a question or a problem on the topic, change it to a question form, i.e. what are the main reasons for global warming? What can we do to clean our city?
- Give students time to think and give a proper answer to the question.
- Summarize the discussion at the end and give the proper conclusion of the discussion.
- Use different ways to assess the students' learning. For example, engage the students in Venn diagrams, portfolios, fieldwork, mind maps, pie charts, flow charts, graphs and timelines, etc.

### Role-play and Cooperative Learning

- Prepare and conduct the role-plays. Determine the purpose of the role-play. Write a role-play activity. Determine the time duration for each role-play. Develop a set of questions for the post role-play discussion.
- Introduce the students to role-play. Enact and monitor the role-play. Discuss the role-play's content, observations challenges and learning, then summarize and focus on students' understanding.
- Let the students "think" alone about the answer to the question and to "write" for a specified amount of time.
- Ask the students to pair up with partners to discuss the question, and listen to each other's ideas.
- Make the students share their answers, ideas, and views with the whole class.

### Investigating

- Make the students investigate and observe the problems in real life and find their solutions by themselves. Help them to conclude the best results.
- Conduct an interview, about the theme or subtopic, and ask their views and ideas.
- Let the students share anything, they collected in the shape of documents, or notes, during the investigating process.
- Prepare the students for written or oral presentations to enhance their quality and creativity.

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| Page No. | Unit | Themes | Sub-Themes | Oral Communication Skills | Reading and Critical Thinking | Vocabulary & Grammar | Writing Skills |
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| 1 | **1. The Last Sermon of Rasoolullah** صَلَّى اللهُ عَلَيْهِ وَعَلٰى خَاتَمِ النَّبِيِّيْنَ اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ | Ethics and Values | Respect for rule and law, fairness | rhetorical questions | answer the questions, silent letters, word meaning, prefixes and suffixes, topic sentence, summary | pronoun with their antecedents, words in the dictionary | Write summary of the unit. |
| 12 | **2. Martyrs of Pakistan** | Role Models | Awardees of Nishan-e-Haider | dialogue between counsellor and a student | answer the questions, word meaning | helping & main verbs, simple past tense, correct spelling | Write a paragraph. |
| 22 | **3. A Nation's Strength (Poem)** | Patriotism / National Pride | Understanding national pride | read & role-play the dialogue of personal relevance | answer the questions, word meaning | syllable division, apostrophe & capital letters, types of sentences | Write a paragraph. |
| 29 | **Review 1** | | | | | | |
| 32 | **4. Quaid-e-Azam** (رَحْمَةُ اللهِ عَلَيْهِ) | Self-people and Places | Knowing people of different religions & ethnicity | responding to text for different purposes, non-verbal gesture | answer the questions, word meaning | use of articles, adjectives and adjectival phrases | dictation of the words, complete the mind map |
| 41 | **5. Smog** | Environmental Education | Introduction to climate change | practise the dialogue | answer the questions, word meaning | personal pronouns, homophones, apostrophe | Write a paragraph. |
| 50 | **6. Pakistani Female Mountaineer** | Gender Equality & Equity | Role of women in the development of society | Have a discussion in class about the pictures | answer the questions, word meaning | punctuation marks, present perfect simple tense, use of since & for | Write paragraphs. |
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| Page No. | Unit | Themes | Sub-Themes | Oral Communication Skills | Reading and Critical Thinking | Vocabulary & Grammar | Writing Skills |
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| 72 | 8. **The Wise Old Woman** | Peaceful co-existence/ peace education | Diversity & acceptance of diversity | Read & role-play the dialogue | answer the questions, figures of speech, fact & opinion, MCQs | syllables, idioms & proverbs, degrees of adjectives | make words, write a paragraph |
| 84 | 9. **Think Not All is Over (Poem)** | Personality development | Handling emotions effectively | asking questions to get personal information | answer the questions, word meaning | homograph, degrees of adjectives, | paraphrasing |
| 91 | **Review 3** | | | | | | |
| 94 | 10. **The Young Boy's Adventure** | Adventure | Difference between thrill seeking and adventure | dialogue on attentive listening and turn-taking | answer the questions, word meaning | model verbs, abbreviations & acronyms | write a formal letter |
| 103 | 11. **Pakistani Culture** | National Pride | Understand-ing National Pride (Lan-guage, Dress, Culture, Food, Arts & Crafts) | read & practise the dialogue | answer the questions, word meaning | sentence pattern, direct & indirect object, future perfect tense, phrases, clauses & sentences | editing & proofreading |
| 118 | 12. **Role of the Media** | Media | Media as a source of instant knowledge, social media ethics | read & practise the dialogue | answer the questions, word meaning, punctuate the passage | compound nouns, correct spelled words, pronouns | summary skills, write a dialogue |
| 126 | **Review 4** | | | | | | |


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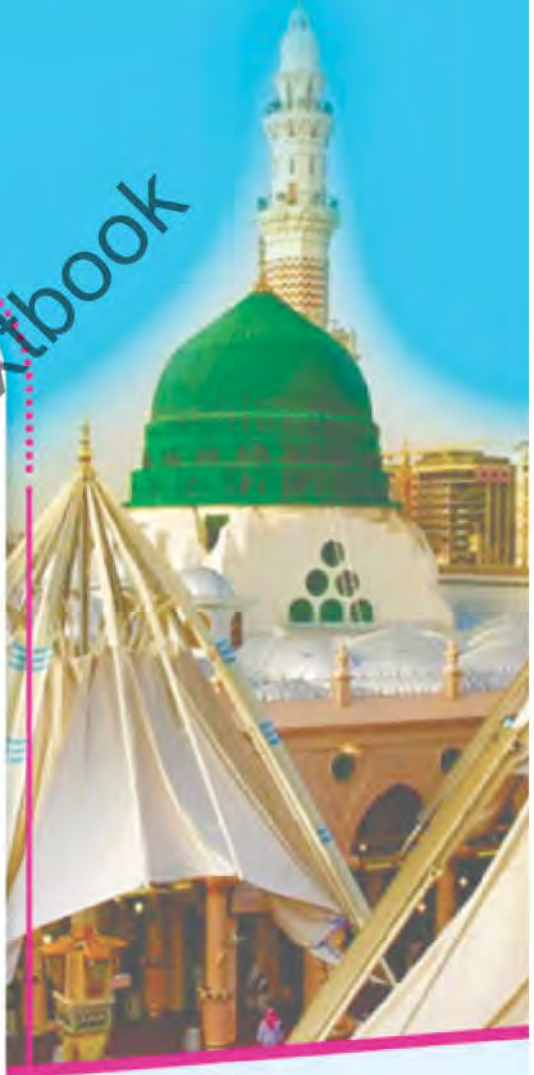
UNIT 1

# The Last Sermon of Rasoolullah (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ)



## Learning Outcomes

**After completing the unit, students will be able to:**

- Predict the content of a text using prior knowledge and context clues.
- Develop the ability to pose rhetorical questions for a range of audiences.
- Ask and answer simple and higher-order questions to guide/assess reading.
- Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.
- Guess the meaning of the words and phrases in the text.
- Guess the meaning of the words and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- Discuss a larger text to recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting details.
- Use summary skills to extract salient points.
- Demonstrate the use of the pronoun-antecedent agreement.
- Use a dictionary to locate guide words, entry words, pronunciation, syllable division, definition, syllable division and abbreviations for parts of speech.

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# The Last Sermon of Rasoolullah (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ)

**Pre-reading**

- Who is the last Rasool ?
- Have you heard about the last sermon of Hazrat Muhammad (رسول الله خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ)?

Hazrat Muhammad (رسول الله خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) delivered his last sermon (Khutbah) on the ninth of Dhul Hijjah, 10 years after Hijrat (migration from Makkah to Madina) in the Uranah valley of Mount Arafat. His words were clear and concise and were directed to all humanity.

## Sermon

Hazrat Muhammad (رسول الله خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) said, "O! People! Listen to what I say. I do not know whether I will ever meet you at this place after this year." ***(Ibn Hisham 2/603)***

### 1. Life and Property of the Muslims

Hazrat Muhammad (رسول الله خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) said, "Your blood, your property and your honour are as sacred as this day, this month and this city (i.e., Makkah and the surrounding areas). You will go back to be resurrected (after death) to your Lord. There you will account for your deeds. So, do not turn into people who go astray and kill one another." ***(Sahih Al-Bukhari 1/234)***

**While-reading**

What did Rasoolullah (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) say about the life and property of every Muslim?

### 2. Blood Revenge and Usury

Hazrat Muhammad (رسول الله خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) said, "Behold! All practices of paganism and ignorance are now under my feet. The blood revenge of the Days of Ignorance (pre-Islamic time) are remitted. The first claim

**While-reading**

What is riba or usuary?

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on blood I abolish is that of Ibn Rabi'ah bin Harith who was being nursed in the tribe of Sa'd and whom Hudhail killed. Usury is forbidden, and I make a begin ning by remitting the amount of interest which Abbas bin Abdul-Muttalib has to receive. Verily, it is remitted entirely." ***(Sahih Muslim 1/397)***

### 3. Rights of Women

Hazrat Muhammad (رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہٖ واصحابہٖ وسلم) said, "O' people! Fear Allah (سبحانہٗ وتعالیٰ) concerning women. Verily you have taken them on the security of Allah (سبحانہٗ وتعالیٰ) and have made their persons lawful unto you by the Word of Allah(سبحانہٗ وتعالیٰ)! It is incumbent upon them to honour their conjugal rights and not to commit acts of impropriety which if they do, you have authority to chastise them, yet not severely. If your wives refrain from impropriety and are faithful to you, clothe and feed them suitably." ***(Sahih Muslim 1/397)***

### 4. Worship of Allah (سبحانہٗ وتعالیٰ)

**While-reading**

Is giving zakat worship of Allah (سبحانہٗ وتعالیٰ)?

Hazrat Muhammad (رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہٖ واصحابہٖ وسلم) said, "O' people, I am not succeeded by a Nabi and you are not succeeded by any nation. So, I recommend you to worship your Lord, to offer the five prayers, to fast in Ramadan and to pay the Zakat (dues to the poor) of your provision willingly. I recommend you to perform the pilgrimage to the Sacred House of your Lord and to obey those who are in charge of you, then you will be awarded to enter the Paradise of your Lord." ***(Sahih Muslim 1/397)***

### 5. Equality

Hazrat Muhammad (رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہٖ واصحابہٖ وسلم) said, "All mankind is from Adam and Eve. An Arab has no superiority over a non-Arab nor a non-Arab has any superiority over an Arab. A white has no superiority over a black nor a black any superiority over a white except by piety and good actions. Learn that every Muslim is a brother to every Muslim and the Muslims constitute one brotherhood. Nothing shall be legitimate to a Muslim which belongs to a fellow Muslim unless it was given freely and willingly. Do not, therefore, do injustice to yourselves." ***(Sahih Muslim 1/397)***

### 6. The Quran and The Sunnah

**While-reading**

What do you mean by the path of righteousness?

Hazrat Muhammad (رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہٖ واصحابہٖ وسلم) said, "Remember, one day you will appear before Allah (سبحانہٗ وتعالیٰ) and answer for your deeds. So beware, do not stray from the path of righteousness after I am

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gone. Verily, I have left among you the Book of Allah (سبحانہ وتعالیٰ), if you hold fast to it, you shall never go astray." ***(Sahih Muslim 1/397)*** The life of Hazrat Muhammad (رسول اللہ خَاتَمُ النَّبِيِّيْنَ صلی اللہ علیہ وعلیٰ آلہٖ واصحابہٖ وسلم) is the best example to follow for all humankind.

## 7. Bearing Witness

Hazrat Muhammad (رسول اللہ خَاتَمُ النَّبِيِّيْنَ صلی اللہ علیہ وعلیٰ آلہٖ واصحابہٖ وسلم) said, "Have I not delivered the Message (of my Lord)?" "Yes, you have." they responded. He (خَاتَمُ النَّبِيِّيْنَ صلی اللہ علیہ وعلیٰ آلہٖ واصحابہٖ وسلم) said, "And you will be asked about me, what are you going to say?" They replied, "We bear witness that you have conveyed the message and fulfilled your mission." He (خَاتَمُ النَّبِيِّيْنَ صلی اللہ علیہ وعلیٰ آلہٖ واصحابہٖ وسلم) raised his forefinger skywards and then moved it down towards people while saying, "O' Allah (سبحانہ وتعالیٰ)! Bear witness." He (خَاتَمُ النَّبِيِّيْنَ صلی اللہ علیہ وعلیٰ آلہٖ واصحابہٖ وسلم) said that phrase thrice. "Let him that is present convey it to him who is absent. For, to whom the Message is conveyed may be having more understanding of it than the audience." ***(Sahih Bhukhari 1/234, Sahih Muslim 1/397)***

The last sermon of Hazrat Muhammad (رسول اللہ خَاتَمُ النَّبِيِّيْنَ صلی اللہ علیہ وعلیٰ آلہٖ واصحابہٖ وسلم) has great importance in the life of Muslims. It gives a complete message to all Muslims to lead their lives in light of the teachings of Islam.

**Post-reading**

- What is the importance of the last sermon of Hazrat Muhammad (رسول اللہ خَاتَمُ النَّبِيِّيْنَ صلی اللہ علیہ وعلیٰ آلہٖ واصحابہٖ وسلم)?
- Describe the last point of the last sermon of Hazrat Muhammad (رسول اللہ خَاتَمُ النَّبِيِّيْنَ صلی اللہ علیہ وعلیٰ آلہٖ واصحابہٖ وسلم).

### Glossary

| Words | Meanings |
|---|---|
| sermon | an address on a religious or moral subject |
| sacred | very important, greatly respected |
| entrust | to make someone responsible for taking care of someone or something. |
| blood revenge | taking revenge for a murder |
| deliberately | with a definite intention |
| waive | refrain from insisting on or using (a right or claim) |
| committed (adj.) | pledged or bound to a certain course or policy; dedicated |
| chastise | to punish |
| mission | goal; objective |
| superiority | the quality of being superior |
| deliver | to bring and hand over |
| righteousness | the quality of being morally right or justifiable |

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## Exercise

## A Oral Communication Skills

**Remember**

**Rhetorical Questions**

A rhetorical question is a question that does not have a real answer, we use them in persuasive speech and writing. We want our listeners or readers to think and reinforce our point of view.

**Example:** Don't you think about anyone other than yourself?
How could anyone think that is fair?
Who do they think they are?

**I. State whether the questions below are rhetorical or not.**

1. Do you know where my pencil case is?
2. If we don't stop this now, when will it ever end?
3. What is wrong with society today?
4. Who does she think she is?
5. What time do you get home from school?
6. How many students are there in class today?
7. Is it fair that millions of people are starving all over the world?
8. Is it not clear that I would like to win this race?

**II. Produce your own rhetorical questions for each of the following:**

1. They are taking a very long time to get here.
2. We need to end animal cruelty before it's too late.
3. We should promote healthy eating in school.
4. No one could think that cats are better than dogs.
5. You cannot deny the importance of communication skills.
6. Everyone wants to be famous.
7. We have only one earth to take care of.
8. It is clear that England will win the match.

**Teacher's Note**

Guide students in creating rhetorical questions by giving different examples.

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**III. Use these rhetorical questions in a speech in your class. Then create a similar rhetorical question using the given stem.**

**Example:**
How can anyone believe that protecting our environment does not matter?
How can anyone believe that _____?
How can anyone believe that growing plants does not matter?

1. Does not everyone believe that we'll be asked about our duties to others?
   Does not everyone believe that _____?
2. Nine out of ten people can't be wrong, can they?
   _____, can they?
3. Is it not time to raise public awareness about human equality?
   Is it not time to _____?
4. How can we continue to let unhealthy food enter our schools?
   How can we continue to let unhealthy _____?

## B Reading and Critical Thinking

**I. Answer the following questions:**

1. When did Hazrat Muhammad (رسول الله خَاتَمُ النَّبِيِّيْنَ ﷺ) deliver his last sermon?
2. What is the last sermon mainly about?
3. What did Rasoolullah (خَاتَمُ النَّبِيِّيْنَ ﷺ) say about blood revenge?
4. What is the standard of superiority in the sight of Allah (سبحانهٗوتعالیٰ)?
5. What is the evidence in the unit text to support that we all are equal?
6. What things did Rasoolullah (خَاتَمُ النَّبِيِّيْنَ ﷺ) leave behind for us to follow?

**Remember**

**Silent Letter**
A silent letter in a word is one that is written but not pronounced, such as the '**b**' in '**lamb**'.

**II. Circle the silent letters in the given words.**

| | | | |
|---|---|---|---|
| right | whom | listen | whether |
| could | reckon | righteousness | people |
| comb | honour | hour | knowledge |

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**Remember**

**Prefix**

A prefix is a letter or group of letters that we add at the start of a root word to change its meaning, such as '**un-**' in **unhappy** and '**pre-**' in **preheat.**

Common prefixes include '**mis-**', '**pre-**', '**un-**', '**over-**'.

**Suffix**

A suffix is a letter or group of letters added to the end of a word to make another word, such as '**-ly**' in **quickly** or '**-ness**' in **sadness**.

Common suffixes include '**-ed**', '**-er**', '**-s**', '**-ful**', '**-ly**', and so on. Adding suffixes to words requires some spelling changes also.

## III. Circle the correct answer choice.

1. What is a prefix?

   (a) A word within a word
   (b) A group of letters put before a root word which changes its meaning
   (c) A group of letters put at the end of a root word which changes its meaning
   (d) A group of letters put at the end of a sentence which changes its meaning

2. What does the word 'unhurt' mean?

   (a) hurt badly (b) hurt (c) badly wounded (d) not hurt

3. If we take away the prefix from disagree, the root word is agree.

   (a) true (b) false (c) okay (d) wrong

4. A suffix is a group of letters that you add to the start of a root word.

   (a) okay (b) wrong (c) true (d) false

5. Which of the following is a suffix?

   (a) pre (b) un (c) -ed (d) in

6. Which suffix can you add to the end of 'cook' to make a new word?

   (a) -ing (b) -ful (c) -est (d) -ly

7. Which suffix can you add to the word 'peace' to make it a new word?

   (a) -est (b) -ing (c) -ly (d) -ful

8. The word 'pre-war' means:

   (a) before the war (b) during the war (c) after the war (d) in the war

9. What does the word 'tireless' mean?

   (a) always feeling tried
   (b) never feeling tired
   (c) not happy
   (d) feeling less tired than someone else

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10. Which word is the root word in 'unemployed'?

(a) un (b) employ (c) -ed (d) ployed

11. Which prefix would you add to the word 'finished' to show that there is still some work to be done?

(a) mis (b) dis (c) un (d) in

## IV. Label prefixes, root words and suffixes in the following words. Use 'pr' for prefix, 's' for suffix and 'rw' for root word.

Example: in (pr) just (rw) ice (s)

| | | | |
|---|---|---|---|
| helper | unchaste | kindness | inequity |
| righteousness | indeed | careful | non-Arab |
| directed | undeniable | commitment | unsuccessful |

## V. Guess the meanings of the words below and phrases and then compare them with their dictionary meanings.

| Words | Meanings |
|---|---|
| sermon | an address |
| concise | |
| reckon | |
| usury | |
| obligation | |
| inflict | |
| committed helpers | |
| earnest | |
| apostle | |
| sacred trust | |

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**Remember**

**Topic Sentence**

Each paragraph has a topic sentence. The topic sentence usually comes first. However, the topic sentence can come at the end or even in the middle of a paragraph. The other sentences function as supporting details.

## VI. Write the topic sentences of the first four paragraphs of the unit.

**Remember**

**Summary**

A summary includes the main point of each paragraph in the text.

## VII. Read the text in the unit again and write its summary.

# C Vocabulary & Grammar

**Remember**

**Agreement of Pronouns with their Antecedents**

When we use a pronoun, we must make sure that it agrees with its antecedent in number and gender.

**Antecedent:** An antecedent is a word or group of words to which the following word, especially a pronoun refers.

**Example:** She took the paper and wrote a phone number on it.
In this sentence, "paper" is the antecedent of "it".

## I. Tick (✓) the correct option.

1. I bought a book. It/They proved very useful.

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2. We see with your/our eyes.
3. The farmers were working with their/your hands.
4. We saw animals in the zoo. It/They looked beautiful.
5. The boy who whistles is my brother. He/She whistles loudly.
6. The students missed six questions. He/They were challenging.
7. One of the birds flapped its/their wings.
8. The new style of dress is popular, I like them/it.

**Remember**

**Using a Dictionary**

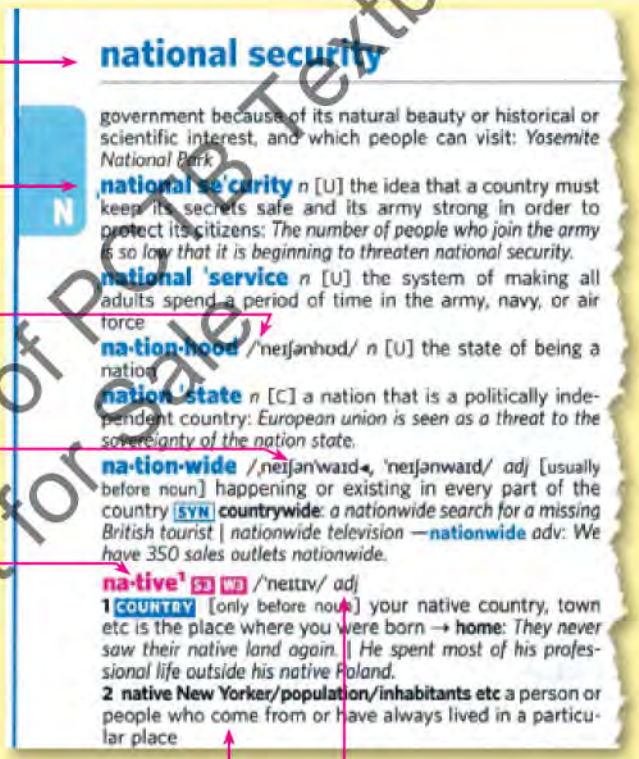
- A dictionary gives a list of the words of a language in alphabetical order and explains the meaning and pronunciation.

**Guide words** are at the top of each page.

An **entry word** is the word listed in the dictionary.

An **accent mark** shows which syllable to **stress**.

The dictionary tells us how to pronounce each entry word. There is a set of letters and symbols after the entry word. These letters and symbols are the **phonetic respelling** of the words.



**national security**

government because of its natural beauty or historical or scientific interest, and which people can visit: *Yosemite National Park*

N

**national se·curity** *n* [U] the idea that a country must keep its secrets safe and its army strong in order to protect its citizens: *The number of people who join the army is so low that it is beginning to threaten national security.*

**national 'service** *n* [U] the system of making all adults spend a period of time in the army, navy, or air force

**na·tion·hood** /'neɪʃənhʊd/ *n* [U] the state of being a nation

**nation 'state** *n* [C] a nation that is a politically independent country: *European union is seen as a threat to the sovereignty of the nation state.*

**na·tion·wide** /ˌneɪʃənˈwaɪd◂, 'neɪʃənwaɪd/ *adj* [usually before noun] happening or existing in every part of the country SYN **countrywide**: *a nationwide search for a missing British tourist | nationwide television* —**nationwide** *adv*: *We have 350 sales outlets nationwide.*

**na·tive**[1] S3 W3 /'neɪtɪv/ *adj*
**1** COUNTRY [only before noun] your native country, town etc is the place where you were born → **home**: *They never saw their native land again. | He spent most of his professional life outside his native Poland.*
**2 native New Yorker/population/inhabitants etc** a person or people who come from or have always lived in a particular place

A dot or dots in the entry words show the division for **syllables**.

**A definition** tells us what the entry word means. Often a word will have more than one definitions.

The dictionary also shows **parts of speech**.

- A dictionary also tells us the parts of speech of a word, e.g. noun (n), pronoun (pron), verb (v), adjective (adj), adverb (adv), etc.
- The dictionary also tells us if the word is countable [C] or uncountable [U].

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II. **Look up these words in a dictionary and identify correctly what to put in each column.**

| Words | Syllable | Part of Speech | Countable or Uncountable |
|---|---|---|---|
| 1. appreciate | | | |
| 2. humanity | | | |
| 3. sacred | | | |
| 4. piety | | | |
| 5. forbidden | | | |
| 6. astray | | | |
| 7. inequity | | | |

## D Writing Skills

**Remtember**

**Summary Skills**

**Directions:** Read each passage and:

- create a title for the passage related to the main idea.
- accurately summarize the text (include all key ideas).
- do not include opinion or personal information in your summary.
- highlight or underline key ideas in each passage.
- summary should be shorter than the original.

I. **Use summary skills to write an objective summary of "The Last Sermon of Hazrat Muhammad (رسول الله خاتم النبيين صلى الله عليه وسلم)".**

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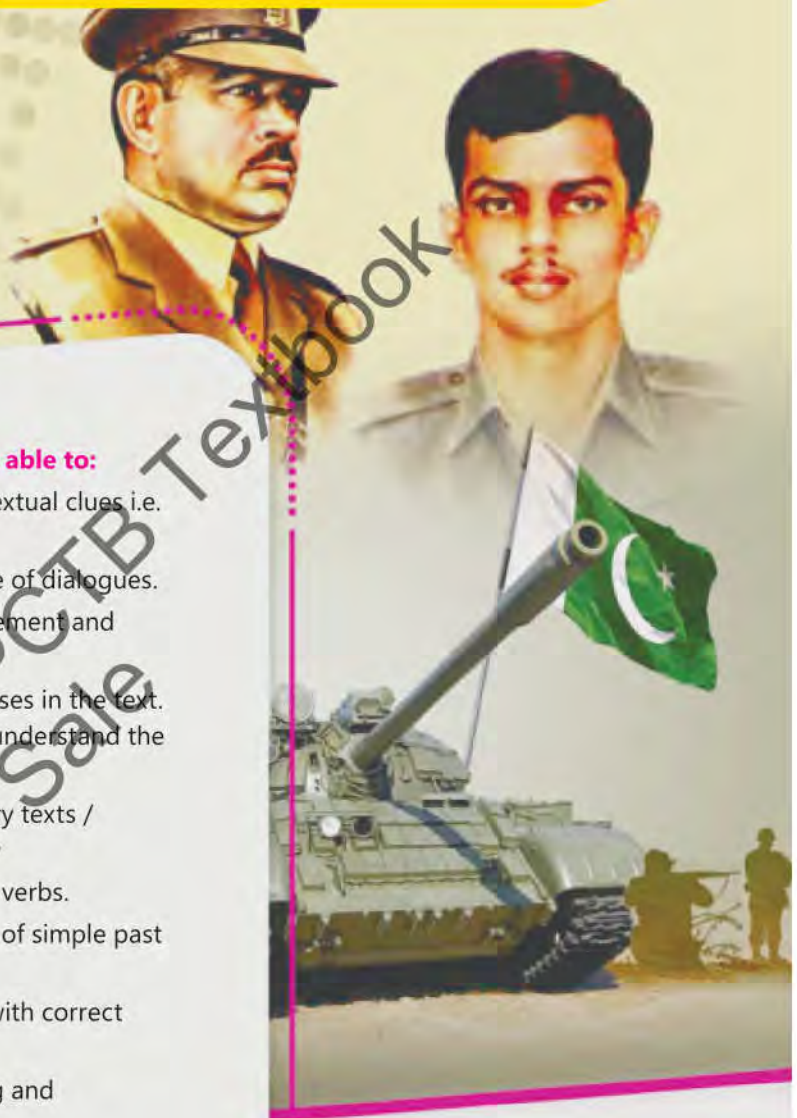
UNIT 2

# Martyrs of Pakistan



## Learning Outcomes

**After completing the unit, students will be able to:**

- Predict the content of the text using contextual clues i.e. Heading or topic sentences.
- Perform different roles through the choice of dialogues.
- Respond to text with reasons simple judgement and personal interpretation.
- Guess the meaning of the words and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- Differentiate literary texts from non-literary texts / informational texts.
- Demonstrate the use of main and helping verbs.
- Recognise the form and various functions of simple past tense.
- Write multi-syllable words at grade level with correct spelling.
- Write the final draft after complete editing and proofreading.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind-mapping, note-taking, picture illustrations and doodles.

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# Martyrs of Pakistan

**Pre-reading**

- What does the martyrs of Pakistan mean?
- Is 'major' a military or civil rank?

## Major Tufail Muhammad

Major Tufail Muhammad was born on June 22nd, 1914 in Hoshiarpur. He got a commission in the 16th Punjab Regiment in 1943. He had a distinguished career and commanded many appointments. Major Tufail Muhammad was posted to East Pakistan Rifles in 1958 as a company commander.

In August 1958, Indian troops captured a village called Lakshmipur in East Pakistan. Major Tufail Muhammad was assigned the task to retrieve the village from Indian occupation. He divided his men into three groups and it was decided that they would attack during the dark hours of 7th August 1958.

Pakistan Army troops encircled the illegal Indian post which had violated the boundary between the two countries in the Lakshmipur area.

When Major Tufail Muhammad's group was about fifteen yards away from the enemy line, they came under heavy fire, but he kept moving forward and silenced the enemy's machine gun with a grenade.

Major Tufail Muhammad was fatally wounded but crawled towards the enemy commander heading to attack his men. He continued directing the operation until the enemy was driven out.

**While-reading**

What task was assigned to Major Tufail Muhammad?

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In spite of being seriously injured, he continued to lead his troops in the heat of the battle. Enemy troops were successfully evicted and the area was captured. The Indians were driven out, leaving four dead and three prisoners. He embraced martyrdom on 7th August, 1958. He was awarded with the Nishan-e-Haider for his distinguished action of valour and bravery.

**While-reading**

How many enemy troops were killed?

## Rashid Minhas Shaheed

Rashid Minhas was born on 17th February, 1951. He was commissioned as a pilot in Pakistan Air Force in 1971. Rashid Minhas was the only PAF officer to receive the highest valour award, the Nishan-e-Haider. He was also the youngest person and the shortest serving officer who received this award.

Rashid Minhas got his early education from Karachi. At the age of 17, he joined the Pakistan Air Force Academy in Risalpur as a flying cadet. Rashid Minhas graduated from the academy as a general duty pilot and was posted to PAF Base Masroor in Karachi.

On August 20, 1971, as a pilot under training, Rashid was to take off on a routine training flight when his instructor pilot Matiur Rahman forced his way into the rear cockpit. His instructor seized control of the aircraft and headed towards India.

**While-reading**

Why did his instructor want to seize control of the aircraft?

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When Rashid Minhas realized that the absconding pilot was heading towards India, he tried to regain control of the plane but was unable to do so. Rashid Minhas informed authorities through his radio at Masroor Control Tower that he was being hijacked. The events that followed later proved a tale of great courage and patriotism. In air, Rashid Minhas struggled physically to wrest control which continued for a few minutes. He did the only thing within his control to prevent the aircraft from being taken to India. Rashid Minhas forced his plane to crash just 51 kilometres from the Indian border, deliberately sacrificing his life for the honour of Pakistan. The jet crashed near Thatta.

Rashid Minhas created a history of loyalty by sacrificing his life for his motherland. He was laid to rest on August 21st, 1971, with full military honours. His entire family attended the funeral. He was buried in Karachi. Rashid Minhas was posthumously awarded Pakistan's top military honour, the Nishan-e-Haider. The nation remembers Rashid Minhas as a national hero with reverence, due to his bravery and supreme sacrifice.

**While-reading**

Which is the highest military award in Pakistan?

**Post-reading**

- When is Defence Day celebrated?
- Name the first martyr who was awarded Nishan-e-Haider.

## Glossary

| Words | Meanings |
|---|---|
| battalion | a large group of soldiers |
| assign | to give someone a particular job |
| evict | to force someone to leave |
| martyrdom | death of a martyr |
| commission | the position of an officer in the army |
| valour | great courage |
| cockpit | an area in a plane where the pilot sits |
| absconding | to leave hurriedly or secretly |
| wrest | forcibly pull (something) from a person's grasp |
| deliberately | on purpose; intentionally |
| posthumously | happening after someone's death |
| reverence | great respect and admiration |

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## Exercise

## A Oral Communication Skills

**I. A school counsellor helps students in school. Role-play the dialogue by performing the roles.**

**Student:** Assalaam-o-Alaikum! Sir.

**Counsellor:** Wa Alaikumussalam.

**Student:** How can I get into the school I want in the future?

**Counsellor:** Remember that there are many good schools. If you only apply to one school, you may not get in, and will be disappointed.

**Student:** How can I choose the right school for me?

**Counsellor:** Do your research. Read as much as you can about your favourite schools on the Internet. Look for each school's strengths but also notice the weaknesses that each has. All schools have pros and cons, even your favourites. Read all available brochures/information.

**Student:** How can I make my application strong?

**Counsellor:** Well, you want to sound as authentic as possible for colleges to get to know the real you. List all your accomplishments in and out of school. If you have won any awards, write them down. Schools consider these as very important. If you have a special talent or skill, put it on your application. But remember never exaggerate. You have to be as honest as possible about what you can and can't do.

**Student:** How should I prepare myself for a college interview?

**Counsellor:** First of all, be punctual. Arriving late leaves a terrible impression. The interviewer might think that you are not responsible enough if you did not show up to an interview on time. It is also important to look confident and professional. Dress neatly and formally. You should show that you are serious in gaining admission.

**Teacher's Note**

Make pairs of students and ask them to role-play the dialogue with correct pronunciation.

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## B Reading and Critical Thinking

**I. Answer the following questions:**

1. What were the achievements of Major Tufail Muhammad?
2. How did Major Tufail Muhammad retaliate to enemy advance?
3. What actions were taken by Major Tufail Muhammad to get the village back from Indian occupation?
4. What was the designation of Rashid Minhas?
5. What is the distinctive achievement of Rashid Minhas?
6. How was Rashid Minhas honoured for his heroic services?
7. What are military honours?
8. Who are the people who are awarded military honours?
9. How do we pay homage to those who displayed matchless courage to defend our country?

**II. Guess the meanings of the following words and then compare them with their dictionary meanings.**

| Words | Meanings |
|---|---|
| distinguish | |
| troop | |
| illegal | |
| violate | |
| grenade | |
| valour | |
| instructor | |
| seize | |
| absconding | |
| crash | |

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**Remember**

**Literary Texts**

- Literary texts usually contain words and expressions that are often unusual in some way and are used to create a special effect in a piece of writing such as a **poem**, **novel**, **play**, speech.
- Literary texts are often fiction but they can also be non-fiction.
- Novels and short stories are fictional writing.
- Biographies and short academic essays are usually non-literary texts. Some autobiographies have literary value such as "**The Story of My Life**" by Helen Keller.

## III. Answer the following questions:

1. Which text contains a rhyme scheme, rhythm or meter?
   (a) essay (b) novel (c) poem (d) drama
2. Aesop's Fables is a literary text.
   (a) true (b) false (c) okay (d) wrong
3. Any science fiction is a literary text.
   (a) false (b) okay (c) wrong (d) true
4. Fantasy belongs to the genre of:
   (a) fiction (b) non-fiction (c) novel (d) poetry
5. Functional texts such as memos, notes, brochures etc. are:
   (a) non-fiction (b) drama (c) fiction (d) novel

# C Vocabulary & Grammar

**Remember**

**Main and Helping Verbs**

The main verb expresses the main action or state of being the sentence's subject, e.g.
Saeed **jumped** over the fence.
main verb

The main verbs may have '**s**', '**es**', '**ed**', or '**ing**' endings or inflections, i.e. jump**s**, jump**ed**, jump**ing**.

Main verbs can stand alone, or they can be used with a helping verb, e.g.
The pilot **was heading** towards India.
helping verb main verb

Helping verbs are used with main verbs. They tell when an action takes place. They help us make negative sentences and questions. Below are helping verbs both primary and modal auxiliary:

| Forms of Primary Auxiliary Verbs | | Forms of Modal Auxiliary Verbs |
|---|---|---|
| **be**: | is, am, are, being, been, was, were | can, could, may, might, must |
| **do**: | do, does, did | shall, will, should, would |
| **have**: | have, has, had | |

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## I. Circle the helping verbs and underline the main verbs.

1. She is writing a novel.
2. I have bought a villa.
3. They may not resist it.
4. They have gone by bus.
5. He did not read it.
6. I will answer the call.
7. Would you stay at home?
8. They did not make a donation.
9. We were basking in the sun.
10. You are reading my mail.

**Remember**

**Simple Past Tense**

The simple past tense is used for actions and events that happened in the past.

Examples: They captured a village.
He opened the door.
Ahmed stepped forward.
The war ended in 1965.

The simple past tense is also used for regular actions in the past.

Example: We lived in Madinah.
They went for a walk every morning.

**Formation:** For regular verbs add '**-ed**' to the root form of the verb. For irregular verbs, learn the past form of verbs.

Formation of simple past negative '**did not**' + '**1st form of the verb**'.

Example: He did not rest.

Formation of simple past negative '**was/were + not**'

Example: They were not ready.

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## II. Read and underline the verb that expresses the past tense.

1. The child crossed the road.
2. She spent a week in the valley.
3. He divided his men into three groups.
4. You missed such a bargain.
5. He embraced martyrdom on 7th August, 1958.
6. Rashid Minhas graduated from the academy as a pilot.

7. His instructor seized control of the aircraft.
8. He created a history of loyalty.
9. They fought bravely.

## III. Change the following sentences from positive to negative.

1. He won a medal.
2. I made notes.
3. They worked in fields.
4. We accepted the invitation.
5. They put an embargo on the arms sales.
6. He spoke to his mother about it.
7. The teacher made a speech.
8. You ate cereal for breakfast.

## IV. Fill in each blank with the simple past tense of the verb in the brackets.

**Example:** I _____ (**meet**) them the day before yesterday.
I met them the day before yesterday.

1. Many years ago, it _____ (**be**) very difficult to live without electricity.
2. They _____ (**finish**) their homework in time yesterday.
3. The troops _____ (**come**) under heavy fire.
4. When I _____ (**be**) ten, I wanted to be a pilot.
5. My sister _____ (**write**) lots of postcards during her holidays.
6. We _____ (**go**) fishing last Saturday.
7. At the age of 17, he _____ (**join**) Pakistan Air Force Academy in Risalpur.
8. My uncle _____ (**phone**) from Saudi Arabia yesterday evening.
9. The ancient Greeks _____ (**believe**) in many different gods.
10. I _____ (**get**) up late last Sunday.

## V. Circle the correct spelling

| | |
|---|---|
| horrible / horrable | (causing horror) |
| sensable / sensible | (that makes sense) |
| probable / probible | (likely to happen) |
| possable / possible | (able but not certain to happen) |

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| | |
|---|---|
| forgivible / forgivable | (that can be forgiven) |
| respectable / respectible | (deserving respect) |
| revessable / reversible | (that can be reversed) |
| legable / legible | (clear enough to read) |

## D Writing Skills

**Remember**

**Process of Writing a Paragraph**

Writing is a process. It has the following steps:

1. Pre-writing
2. Research (if needed)
3. Drafting
4. Revising
5. Editing and proofreading (for publishing)

**I. Write a few paragraphs on "Nishan-e-Haider and its significance".**

- Follow the process of the writing approach. Start with analysing the question to generate and organise ideas. You can make a mind map or an outline for this purpose.
- Make sure to edit and proofread before finalizing it for submission.

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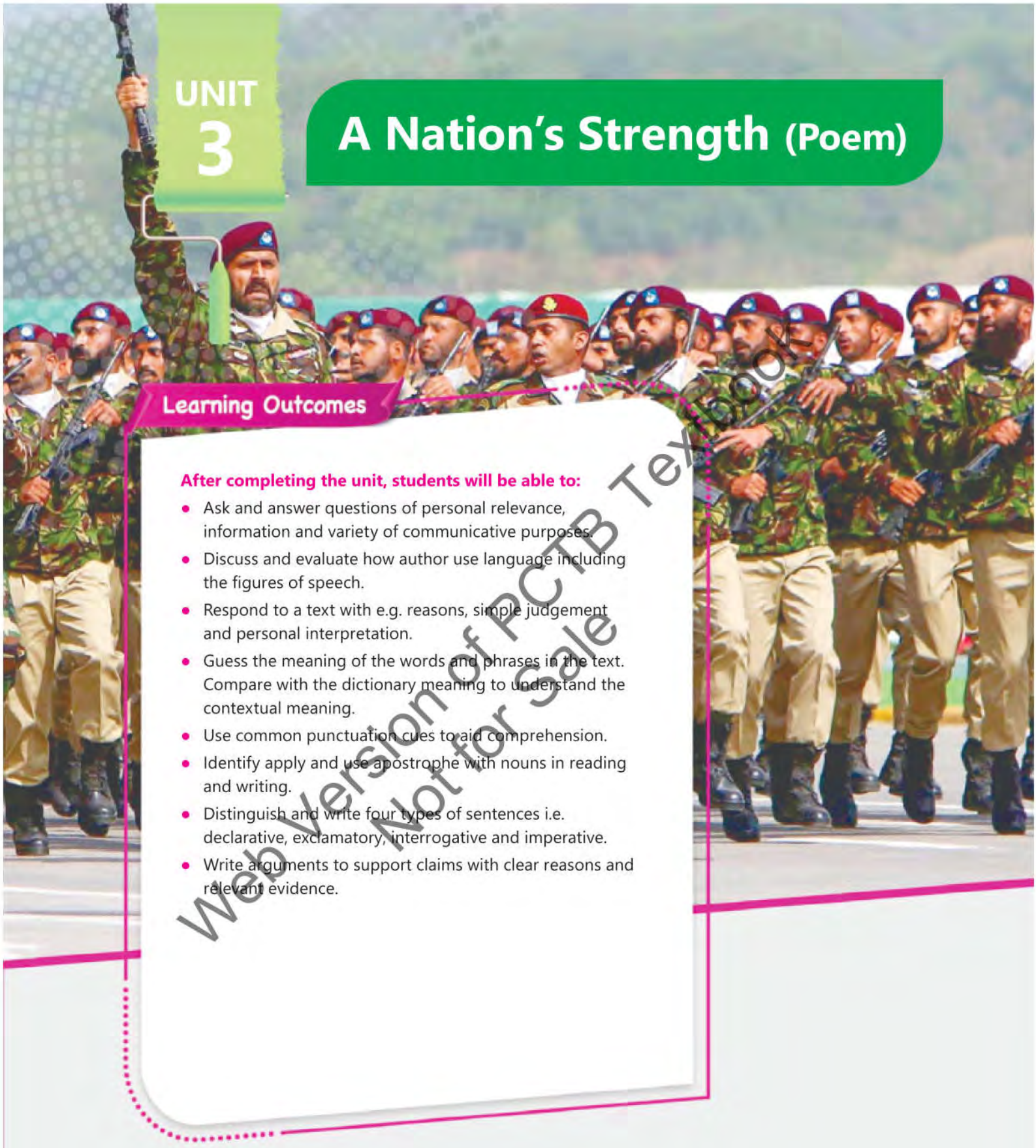

UNIT 3

# A Nation's Strength (Poem)

## Learning Outcomes

**After completing the unit, students will be able to:**

- Ask and answer questions of personal relevance, information and variety of communicative purposes.
- Discuss and evaluate how author use language including the figures of speech.
- Respond to a text with e.g. reasons, simple judgement and personal interpretation.
- Guess the meaning of the words and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- Use common punctuation cues to aid comprehension.
- Identify apply and use apostrophe with nouns in reading and writing.
- Distinguish and write four types of sentences i.e. declarative, exclamatory, interrogative and imperative.
- Write arguments to support claims with clear reasons and relevant evidence.

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# A Nation's Strength (Poem)

**Pre-reading**

What makes a nation strong? Its wealth or its people?

What makes a nation's pillars high
And its foundations strong?
What makes it mighty to defy
The foes that round it throng?

It is not gold. Its kingdoms grand
Go down in battle shock;
Its shafts are laid on sinking sand,
Not on abiding rock.

Is it the sword? Ask the red dust
Of empires passed away;
The blood has turned their stones to rust,
Their glory to decay.

And is it pride? Ah, that bright crown
Has seemed to nations sweet;
But God has struck its luster down
In ashes at his feet.

Not gold but only men can make
A people great and strong;
Men who for truth and honour's sake
Stand fast and suffer long.

Brave men who work while others sleep,
Who dare while others fly,
They build a nation's pillars deep
And lift them to the sky.

*(William Ralph Emerson)*

**While-reading**

Which words have been used as metaphors?

**While-reading**

What makes a nation strong – men or gold?

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**Post-reading**

- How does the last stanza compare with the earlier stanzas?
- What is the central theme or the central idea of the poem?

## Glossary

| Words | Meanings |
|---|---|
| defy | to resist |
| rust | a red-brown substance that is formed on some metals by the action of water and air |
| foes | enemies |
| decay | to cause something to become gradually damaged |
| throng | a large, densely packed crowd of people |
| pride | feeling of importance |
| shafts | a long slender cylindrical body or part |
| a people | a nation/a race |
| luster | glow of reflected light |
| flee | to run away in fear |
| dare | to have the courage to do something |

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## Exercise

### A Oral Communication Skills

**I. Read and then use role-play to perform the dialogue below. Use a tag question to engage in social conversation.**

**Shiza:** Assalaam-o-Alaikum!
**Urooj:** Wa Alaikumussalam.
**Shiza:** It is a hot day, isn't it?
**Urooj:** Yes, it is. It is really hot outside.
**Shiza:** What would you like to drink?
**Urooj:** I'd like something cool.
**Shiza:** Would you care for some cake?
**Urooj:** Yes, I'll try a piece of your cheese cake.
**Shiza:** It certainly looks tempting.
**Urooj:** I wouldn't mind some myself.
**Shiza:** Right. Sit down and I'll bring it to you.

## B Reading and Critical Thinking

**I. Answer the following questions:**

1. According to the poet, what makes a nation strong?
2. What is meant by 'a nation's pillars and its foundations'?
3. In the first stanza, the poet wonders about certain things. What are they?
4. What qualities make a people great? Are these qualities associated with health, wealth or character?
5. What are the foundations on which a strong kingdom is built?
6. What is the worth of a worldly power and pride in the sight of God?
7. How does the last stanza fit into the overall structure of the poem?
8. Can wealth alone make a nation great and strong?
9. Paraphrase the second last stanza in simple language.
10. What are the qualities of the brave men described in the poem?

**II. Guess the meanings of the following words and then compare them with their dictionary meanings.**

| Words | Meanings |
|---|---|
| defy | |
| foes | |
| shock | |
| shaft | |
| rust | |
| decay | |
| luster | |
| dare | |
| ash | |

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## C Vocabulary & Grammar

**Remember**

**Syllable**

A syllable is a part of a word that contains a single vowel sound and is pronounced as a unit. For example: '**book**' has one syllable, '**wonder**' has two syllables and '**September**' has three syllables.

An example of syllable division is '**Sep–tem–ber**'.

### I. Identify syllable division. Use a mark (–) to show syllable division.

| | | | | |
|---|---|---|---|---|
| rust | foundation | abiding | glory | white |
| kingdom | victory | remember | sword | exercise |
| sweet | opinion | gold | happiness | mighty |

| 1 Syllable Words | 2 Syllable Words | 3 Syllable Words |
|---|---|---|
| | | |

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**Remember**

**Apostrophe**

An apostrophe is used mainly for the following purposes:

- It is used to show **possessive form of singular nouns**, e.g.
  the girl's brother  a nation's strength
- It is used to show **omission of a letter** or letters, esp. in contractions, e.g.
  it's = it is  can't = cannot
- It is used at the end of **plural nouns** to show **possession**, e.g.
  the boys' parrot  the babies' toys

### II. Put an apostrophe where necessary.

1. Its in the main building of my college.
2. Othello is a character in a Shakespeares play.


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3. They are buying babies clothes.
4. The guards cap is on the sofa.
5. The boys chairs are yellow.
6. I am going to the principals office.
7. The cats milk is in the pot.
8. Ahmads books are in the bag.
9. I dont think that my fathers shirt will fit me.
10. Were going to our friends house.

**Remember**

**Four Types of Sentences**

There are four types of sentences in the English language. Eachtype of sentence is used for a different purpose.

The four types are declarative sentences, interrogative sentences, imperative sentences and exclamatory sentences.

- **Declarative** sentences are statements which express an idea. These sentences end with a full stop.
  Examples: I went to the park. They like painting.
- **Interrogative** sentences are questions to ask for information. They end with a question mark.
  Examples: Where are you going? Did they have their meal?
- **Imperative** sentences are commands which are used to give instructions. They end with a full stop or an exclamation mark.
  Examples: Take me to the manager. Park you car here.
- **Exclamatory** sentences express strong emotion. They end with an exclamation mark!
  Example: What a lovely sight!

## III. Write declarative, interrogative, imperative or exclamatory as appropriate relevant against the given sentences.

1. The house is near the post office.
2. Would you hand me the ruler?
3. Write your name at the top of the page.
4. How beautiful this flower is!
5. Please open the window.
6. Would you answer the phone?

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7. What a beautiful scene it is!

8. They were not in a hurry.

9. Look both ways before you cross the street.

10. Do you know their address?

## D Writing Skills

**Remember**

**Argument**

An argument is a statement or claim which is supported with evidence to reach a conclusion.

For example: Get up early in the morning. (**claim**)
Because we have ample time available if we get up early. (**evidence**)
Therefore, getting up early is good for you. (**conclusion**)

**I. Write an argument to support the claim that only "Strong People make a Nation Strong".**

**Teacher's Note**

Share with students different examples of argumentative writing and how to write one.

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# Review 1

## A Oral Communication Skills

**I. Turn these statements into rhetorical questions.**

1. You should visit the Lahore Fort.
2. This is the best school ever!
3. Everybody wants to go to Jinnah Garden.
4. You can recycle tins, plastic and glass.
5. If you love language, then try a reputable institute.
6. If you want to know more, visit our information desk.
7. You should try this formula as per my advice.
8. If you love travelling, there are plenty of trips on offer.

## B Reading and Critical Thinking

**I. Read and match the rhyming words.**

| Words | Rhyming Words | Words | Rhyming Words |
|---|---|---|---|
| rust | down | high | throng |
| grand | bride | strong | sigh |
| brown | must | might | rougher |
| flash | sand | empire | flight |
| pride | ash | suffer | aspire |

**II. Answer the following questions:**

1. Enumerate the main points or rules of the Last Sermon of Hazrat Muhammad (رسول اللہ خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى آلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ).
2. Explain the points in the Last Sermon of Hazrat Muhammad (رسول اللہ خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى آلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ).
3. Write about the heroic deeds of an awardee of Nishan-e-Haider who sacrificed his life for the nation.
4. How do we pay homage to those military heroes who laid down their lives for the country?

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5. Which values should a nation possess to increase its national pride?

6. What is the general message of the poem 'A Nation's Strength'?

**III. Match each word with the relevant meaning.**

| | Words | | Meanings |
|---|---|---|---|
| 1. | sermon | | to punish |
| 2. | chastise | | injured by a weapon |
| 3. | wounded | | a weapon with a long metal blade |
| 4. | mission | | an address on a religious subject |
| 5. | valour | | glory or distinction |
| 6. | reverence | | great courage |
| 7. | sword | | goal, objective |
| 8. | luster | | great respect and admiration |

**IV. Read aloud each word and underline the silent letters.**

| | | | |
|---|---|---|---|
| write | climb | who | lamb |
| thumb | knob | doubt | debt |
| scent | design | hymn | breathe |
| apostle | sword | edge | sandwich |

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## C Vocabulary & Grammar

**I. Words are made up of parts called syllables. Each syllable has a vowel sound. Count the syllable by clapping as you read each word. Use a mark (–) to show syllable division.**

| | | | | | |
|---|---|---|---|---|---|
| 1. | tempting | | 2. | kingdom | |
| 3. | sinking | | 4. | butterfly | |
| 5. | elephant | | 6. | strawberry | |

| | | | | | |
|---|---|---|---|---|---|
| 7. | sister | | 8. | family | |
| 9. | winter | | 10. | forever | |

**II. Put in an apostrophe where needed.**

- the babys toy
- the teachers book
- Pakistans economy
- friends parents
- my brothers bicycle
- Earths surface
- Solomons wisdom
- students card
- hes

**III. Identify the type of sentences below.**

1. Call me when you get home from college.
   (a) Interrogative sentence (b) Declarative sentence
   (c) Imperative sentence (d) Exclamatory sentence
2. I like omelettes!
   (a) Exclamatory sentence (b) Interrogative sentence
   (c) Declarative sentence (d) Imperative sentence
3. Why did the dog begin to bark?
   (a) Interrogative sentence (b) Imperative sentence
   (c) Declarative sentence (d) Exclamatory sentence
4. The old man told me a story.
   (a) Interrogative sentence (b) Exclamatory sentence
   (c) Declarative sentence (d) Imperative sentence
5. May I have this book?
   (a) Imperative sentence (b) Declarative sentence
   (c) Exclamatory sentence (d) Interrogative sentence

## D Writing Skills

**I. Write on 'Rights and duties as a member of society'. Please ensure you write in paragraphs or write a poem on 'A patriot'.**

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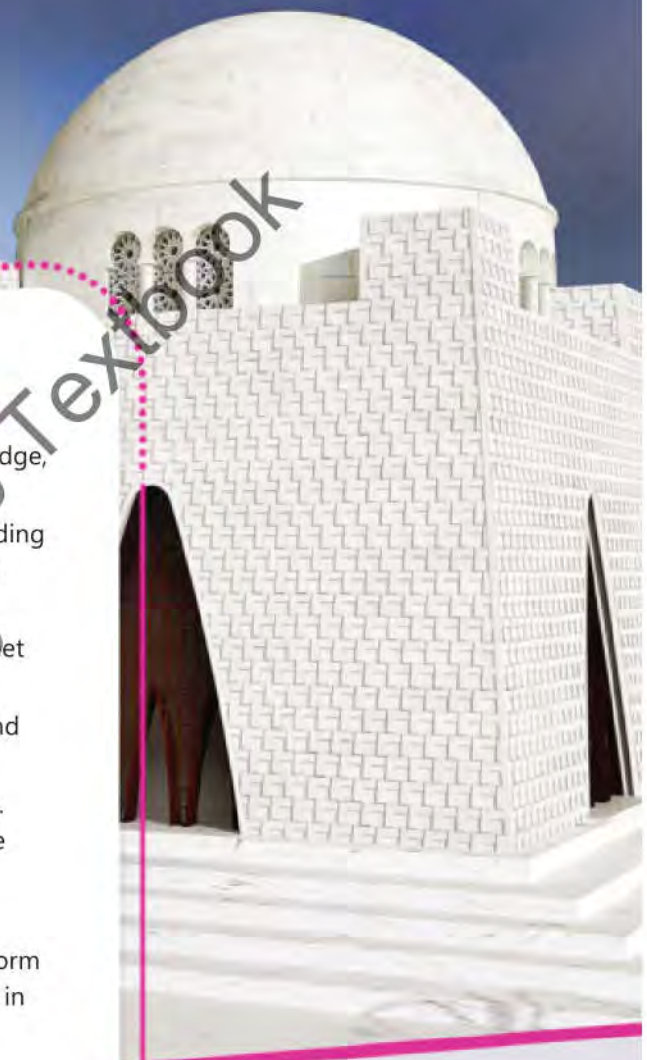
UNIT 4

# Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ)



## Learning Outcomes

**After completing the unit, the students will be able to:**

- Predict the content of a piece of text using prior knowledge, asking questions and contextual clues.
- Apply knowledge from listening to, viewing and responding to texts for different purposes including arguments and discussions.
- Adapt speech, non-verbal gesture and movement to meet an increasing range of situations.
- Respond t a text with, e.g. reasons, simple judgement and personal interpretation.
- Guess the meaning of the words and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- Use articles correctly in speech and writing.
- Locate the varying position of adjectives in sentences. Form adjectives from nouns and verbs. Use adjectival phrases in sentences and speech.
- Write multi-syllable words at grade level with correct spelling.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring and mind mapping.

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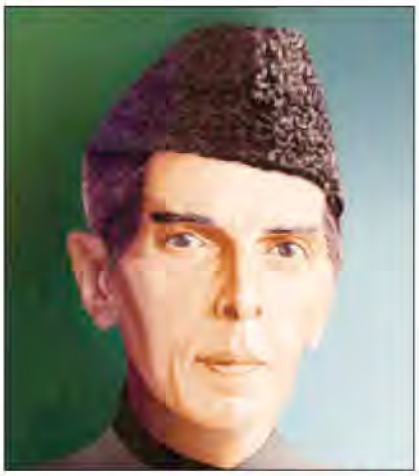
# Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ)

**Pre-reading** Why is Muhammad Ali Jinnah called as 'Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ)'?



Muhammad Ali Jinnah (رَحْمَةُ اللهِ عَلَيْهِ) was born on December 25, 1876 in Karachi and was known as Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ) because of his far-sightedness and leadership qualities. His life was full of struggle, sacrifice and untiring efforts for getting a separate homeland for Muslims. In the early days of his politics, he was a proponent of Hindu-Muslim unity. He also played an important role in the Lucknow Pact signed between the Congress and the Muslim League in 1916.

**While-reading**

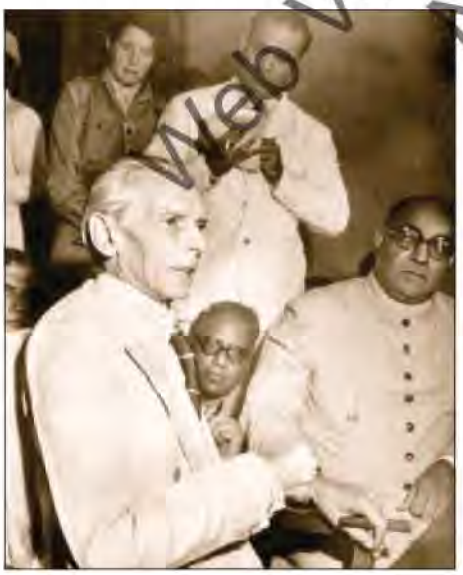
Who played an important part in the Lucknow Pact?

## Views about Hindus and Muslims

Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ) was well aware of the concept behind the Two-Nation Theory and that Hindus and Muslims were two separate nations. He was aware they could not possibly live together. Jinnah described them as two separate entities. Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ) said, "It is a dream that Hindus and Muslims can ever evolve as a common nationality; and this misconception of one Indian nation has gone far beyond limits and is the cause of all our troubles. It will lead India to destruction if we fail to resolve our problems. Hindus and Muslims belong to two different religious philosophies, social customs, and traditions. They cannot intermarry and they belong to two different civilizations which are based mainly on conflicting ideas and conceptions." *(March 23, 1940 Lahore)*

**While-reading**

How does the author of the text justify that the Hindus and the Muslims belonged to two different nations?



## Efforts in the Pakistan Movement

It was due to the untiring efforts of Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ) that the Congress agreed to a separate electorate for the first time in 1916 after the Lucknow Pact, when the Nehru Report spoiled all efforts of Hindu-Muslim unity. The Nehru Report was rejected by all shades of Muslim opinion. The famous fourteen points of Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ) were introduced in reaction to the Nehru's Report. These fourteen points presented by Jinnah reflected the demands, aspirations and sentiments of all Muslims. The Congress did not give importance to these

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points and became determined to oppose them.

The Round Table Conferences were held in London from 1930-32, Jinnah played a vital role in the federal structure sub-committee. Jinnah devoted himself to organise the Muslims on one platform. He embarked upon country-wide tours. He convinced the Muslims to resolve their differences and create a common bond with the Muslim League. He made a successful League manifesto for the election scheduled in early 1937.

**While-reading**

What does the expression "resolve their differences" mean?

The Muslim League won some 108 out of 485 Muslim seats in various legislatures. The election results proved that it was the only all-India party for Muslims. The Congress became the dominant party and made a government in seven out of eleven provinces. The Congress rule was only supporting Hindus. They treated the Muslims brutally. As a result of Quaid-e-Azam's (رَحْمَةُ اللهِ عَلَيْهِ) ceaseless efforts, the Muslims awakened from their unreflective state of inertia. They discovered that they could live as a separate nation under the leadership of Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ).

## Demand for Pakistan

The demand for Pakistan in 1940 had a tremendous impact on the nature and course of Indian politics. On the one hand, it shattered forever the Hindus' dream of a Hindu empire on British exit from India. On the other hand, it started an era of Islamic renaissance and creativity. The Hindus and the British were equally hostile to the demands of Muslims for a separate homeland. It was the personality of Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ) which gave the Muslims the great hope that the creation of Pakistan was inevitable.

**Post-reading**

What were the leadership qualities of Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ)?

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## Glossary

| Words | Meanings |
|---|---|
| proponent | a person who supports an idea or course of action |
| conflicting | in disagreement |
| electorate | all the people who are allowed to vote in an election |
| pact | an agreement; treaty |
| aspiration | a strong desire; longing |


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| Words | Meanings |
|---|---|
| sentiment | emotion; feeling |
| embark on | to start to do something new or difficult |
| legislature | a law making body |
| brutally | cruelly |
| unreflective | thoughtless |
| tremendous | extraordinary, great |
| impact | powerful effect |
| renaissance | revival |
| hostile | aggressive or unfriendly |
| inevitable | unable to be avoided |

## Exercise

### A Oral Communication Skills

**I. Practise the dialogue below through role-play:**
**A conversation between two friends about summer vacations**

**Tariq:** Hi Shaukat, how are you?

**Shaukat:** I am good, what about you?

**Tariq:** I am good by the grace of Allah (سبحانهوتعالیٰ). So how was your summer vacation?

**Shaukat:** It was lovely. I enjoyed myself a lot.

**Tariq:** Where did you go?

**Shaukat:** I visited my native village to meet my extended family there. My parents were with me, it was huge fun.

**Tariq:** That's great. What types of fun activities did you participate in?

**Shaukat:** There were lots of fun activities. I liked swimming in the pond the most. My cousins taught me to ride, and to climb trees. Now I can climb any tree.

**Tariq:** That's cool. What have you enjoyed the most?

**Shaukat:** All the people are so heart-warming and they welcomed us with lots of love. You know, I visited my village after five years, so I found a lot of changes there. I have enjoyed the modernized village and I loved meeting with the locals.

**Tariq:** I am glad you had an amazing time.

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## B Reading and Critical Thinking

**I. Answer the following questions:**

1. Who was the proponent of the Hindu Muslim unity?
2. What is meant by the Two-Nation Theory?
3. Why was the Nehru Report rejected by Muslims?
4. Why did Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ) ask the Muslims to resolve their differences?
5. What were the results of the elections of 1937?
6. What was the impact of the demand for Pakistan on Indian politics?
7. Why was the British exit from India considered an era of Islamic Renaissance?
8. How effective was the role of Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ) in the Round Table Conferences?
9. How many seats did the Muslim League win in the election of 1937?

**II. Guess the meanings of the words below. Then compare them with their dictionary meaning.**

| Words | Meanings |
|---|---|
| proponent | |
| pact | |
| aspiration | |
| vital | |
| embark | |
| manifesto | |
| dominant | |
| shatter | |
| renaissance | |
| hostile | |
| inevitable | |

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## C Vocabulary & Grammar

**Remember**

**Articles**

Articles 'a', 'an' and 'the' are used before nouns. 'The' is used to mark a common noun as definite. 'A' and 'an' do not make a noun definite. 'A' is used for a noun beginning with a non-vowel sound and 'an' before a noun beginning with a vowel sound.

**I. Fill in the blanks with 'a', 'an' or 'the' as needed.**

1. We live in _____ same street.
2. I like to eat _____ apple a day.
3. I have got _____ idea.
4. _____ Spanish language is related to Latin.
5. Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ) was _____ man of principle.
6. We must put corruption down with _____ iron hand.
7. _____ Muslim League represented the Muslims of common India.
8. Jinnah played _____ important role in the creation of Pakistan.
9. In _____ early days of his politics, he was the champion of the Hindu-Muslim unity.
10. He had _____ great love for nature.
11. His brother is _____ engineer by profession.

**Remember**

**Adjectives**

- Some adjectives are used before nouns. They are called **attributive** adjectives.
  **For example:** untiring efforts (adjective used before noun)
- Others are used after the noun and the verb. They are called **predicative** adjectives.
  **For example:** Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ) was successful. (An adjective is used after the noun.)

**II. Underline the adjective and write attributive or predicative against the sentence in the space.**

**Example:** They should live as a separate nation. Attributive

1. Did you have a nice trip? _____
2. Children were happy to see the aeroplane. _____

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3. They belong to a different civilization. _____
4. They were hungry and tired after the journey. _____
5. The Congress agreed to separate electorates. _____
6. Javeria is my eldest daughter. _____
7. My parents were glad to know that I had got the scholarship. _____
8. She came first in the competition. _____
9. The children were asleep upstairs. _____
10. He embarked upon country-wide tours. _____

**Remember**

**Adjectives from nouns and verbs**

We can often convert nouns and verbs to adjectives by using the following endings or suffixes, e.g. '–able' when added to comfort make the adjective comfortable.

Other such suffixes are: –ful, –less, –ous, –ed, –ish, –ly, –ive, –ant, –ent, –ible

## III. Make adjectives from the nouns and verbs given below.

**Example:** depend ~ dependent

| | | | | | |
|---|---|---|---|---|---|
| 1. | help | ~ _____ | 8. | hope | ~ _____ |
| 2. | child | ~ _____ | 9. | danger | ~ _____ |
| 3. | pain | ~ _____ | 10. | spoil | ~ _____ |
| 4. | fool | ~ _____ | 11. | differ | ~ _____ |
| 5. | attract | ~ _____ | 12. | dust | ~ _____ |
| 6. | resist | ~ _____ | 13. | response | ~ _____ |
| 7. | oil | ~ _____ | 14. | success | ~ _____ |

**Remember**

**Adjectival Phrases**

An adjectival phrase does the same job as an adjective. It describes a noun, e.g. 'with grey hair' in the sentence, 'A man with grey hair watched the match.' is an adjectival phrase.

## IV. Underline the adjectival phrases in the following sentences:

1. The man at the bookstore said that it was going to rain.
2. Everyone was extremely delighted when the winner was announced.
3. The lion in the cage roared at the child.

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4. The long and spotted snake hissed loudly.
5. The demand for Pakistan had a tremendous impact on Indian politics.
6. The man in the blue jacket wrote a letter.

**V. Use the following adjectival phrases in sentences:**

| | | |
|---|---|---|
| very slippery | tired and hungry | beaming with joy |
| sunny and bright | equally hostile | annoyingly loud |

## D Writing Skills

**I. Give students the dictation of the words below.**

| | | | |
|---|---|---|---|
| sacrifice | separate | resolution | philosophy |
| literary | electorate | aspiration | sentiments |
| tremendous | committee | renaissance | shattered |

**Remember**

**Process Writing**

The process writing involves effective planning, drafting and revision.

**Planning:** This stage requires a set of thinking activities such as brainstorming, structuring mind maps, using a variety of graphic organizers, free writing and note-taking.

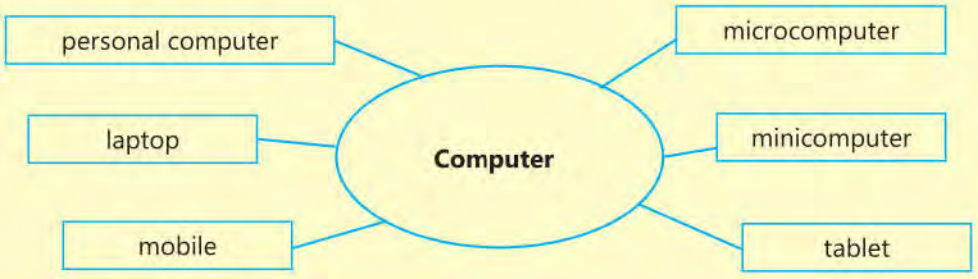
**Brainstorming:** At this stage we think about a topic and write down all the ideas as soon as they come to mind. The focus is on generating ideas, not on grammatical perfection.

For example: Brainstorming about the topic: 'Is it necessary for a leader to be educated?'

**Structuring Mind Maps**

In order to use mind mapping, write the topic in the middle of a paper and draw a circle around it. Then draw lines coming out from the circle and write related ideas. Finally, find out connections between the generated ideas.

Read the following mind map as an example and note that the word 'computer' is in the centre and its types are around it.

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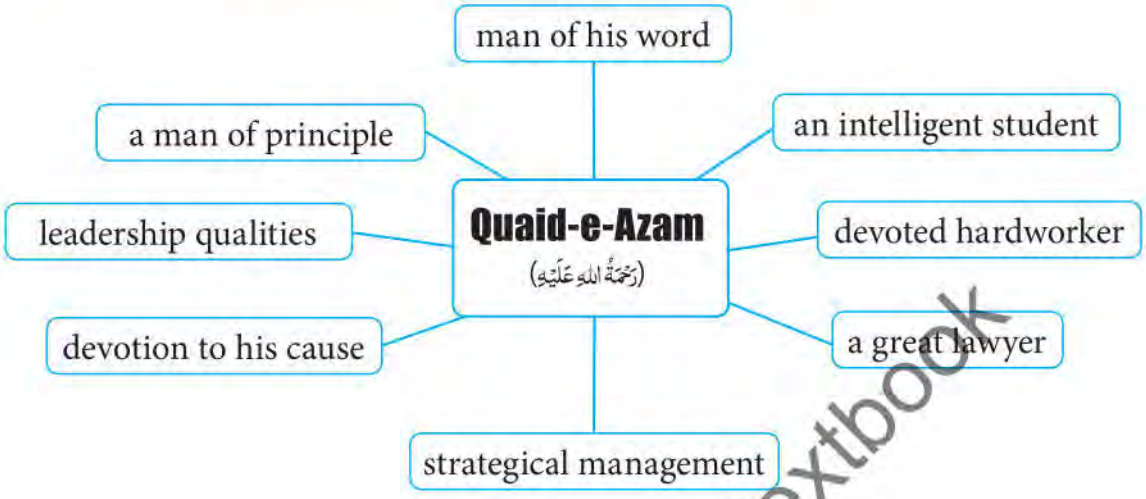
**II. Read the mind map below and write an essay on 'Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ)'.**

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**Teacher's Note**

Guide students about the mind map.

UNIT 5

# Smog

## Learning Outcomes

**After completing the unit, students will be able to:**

- Predict the content of a piece of text using prior knowledge and contextual clues.
- Ask and answer questions of personal relevance, information and variety of communicative purposes.
- Ask and answer simple and higher-order questions to guide or assess reading.
- Guess the meaning of the words and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- Identify and use personal pronouns e.g. he, she, they, her, his, him, their, them.
- Identify, apply and use apostrophe with nouns in reading and writing.
- Correctly use frequently confused words (to, too, two; there, their, they're).
- Write multiple paragraphs on a single topic.

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# Smog

**Pre-reading** What do you think mainly by looking at the above picture?

(A teacher enters the class.)

**Students:** Assalaam-o-Alaikum! Sir and good morning.

**Teacher:** Wa Alaikumussalam, good morning. Today I will not teach you a lesson from the book. Rather we will talk on another important issue.

**Students:** Which issue, sir?

**Teacher:** The issue of smog.

**Students:** Sir, is it the only issue we face as regards the environment?

**While-reading**

What is the ozone layer?

**Teacher:** No. The present day world is facing a lot of environmental problems. These include deforestation, overpopulation, water pollution, climate change, global warming, ozone layer depletion and air pollution. Issues are many but today I will talk to you about the smog covering our cities.

**Student:** Sir, what does smog mean?

**Teacher:** Smog is a special type of air pollution. It was first described over 5 decades ago as a mixture of smoke and fog, hence the name "smog". It is mainly a product of burning a large amount of high sulphur coal and vapours and smoke emitting from automobiles.

**Student:** Does smog exist in Pakistan, sir?

**Teacher:** Pakistan is a country where air pollution is getting worse with each passing year. Every winter, cities in upper and central parts of Pakistan wear a blanket of fog. The pollutants from the surface add to the fog and thicken it to create the "smog" as we see it.

**Student:** Sir, is the problem really intense?

**Teacher:** The problem has intensified during the past few decades due to rapid and sustained industrialisation and the addition of thousands of vehicles. During December and January smog slows down everything and on some occasions brings life to a standstill.

**Student:** Sir, which province of Pakistan faces smog? Also state its impact on us.

**Teacher:** Punjab is the most affected out of all provinces. One can calculate the negative

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impact on the physical health of people due to smog. Invisible particles penetrate every cell and organ in our bodies causing acute and chronic diseases including asthma, strokes, heart attacks and dementia. They can increase the risk of respiratory diseases as well as lung cancer.

**Student:** Can smog cause mental health problems?

**Teacher:** Yes, smog can significantly influence the mental health of our population. The better the air quality, the better our mental health, while poor air quality results in poor mental health.

**Student:** Which is the most polluted city, sir?

**While-reading**

Which city has been spotted as the most polluted?

**Teacher:** The provincial capital city Lahore has been called one of the most polluted cities in the world with hazardous levels of air quality.

Once termed the city of gardens, the air quality of Lahore has been continuously falling to hazardous levels. The Air Quality Index (AQI) of a certain area in Lahore was noted to be about 550 and it should be pointed out that air is safe to breathe in only if air quality is up to 50. This therefore can be disastrous to citizens' health.

**Student:** Sir, why is Lahore so polluted?

**Teacher:** Air pollution in Lahore is caused by a combination of vehicle and industrial emissions, smoke from brick kilns, the burning of crops residue, general waste and dust from construction sites. Other factors of air pollution in Lahore include large scale cutting of trees to build new roads and buildings.

**Student:** How can we safeguard ourselves from the detrimental effects of smog?

**Teacher:** I will give you some tips to safeguard your family and yourself.

1. Use a face mask.
2. Remove contact lenses and use regular reading glasses.
3. Drink extra water.
4. Blow your nose regularly to clean out contaminants.
5. Wash hands, face and any exposed body part every time you come indoors after being outside.

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| | |
|---|---|
| 6. | Avoid going out unnecessarily. |
| 7. | Seal vents, windows and other inlets of your house. |
| 8 | Use air purifiers. |
| 9. | If there is heavy smog, drive carefully. Do not stop suddenly; rather pull to the side of the road if vision is impaired. |
| 10. | Slow down when driving in smog. |
| 11. | Use fog lights. |

**Students:** Sir, we learned a lot today. The information you gave us is very useful.

**Teacher:** Dear students, I will keep on giving information and knowledge on different issues.

**Student:** Thank you, teacher.

**Post-reading**

- How can we keep our atmosphere clean?
- What are the measures being taken to minimize air pollution?

## Glossary

| Words | Meanings |
|---|---|
| smog | a form of air pollution that is or looks like a mixture of smoke and fog, especially in cities |
| deforestation | the act of cutting down or burning trees down in an area |
| dementia | a brain condition, mostly affecting older people, in which a person has difficulties with memory, thinking, control of the body, etc. |
| hazardous | involving risk or danger, especially to somebody's health or safety |
| residue | a small amount of something that remains at the end of a process |
| industrialisation | the process of developing industries in a country or an area |
| particle | a minute portion of matter |
| issue | a problem or worry that somebody has with something |
| fog | a thick cloud of very small drops of water in the air close to the land or sea, that is very difficult to see through it |
| sulphur | a chemical element. |

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## Exercise

## A Oral Communication Skills

**I. Read and practise the dialogue below.**

**Mumtaz:** Hi, how're you doing, Anjum?

**Anjum:** I am so stressed out! I can't eat. I can't sleep. I feel like I'm going crazy.

**Mumtaz:** What's the problem?

**Anjum:** I've got so many things to do. You know school, my job, housework, sports... I have a very busy schedule.

**Mumtaz:** You really ought to take a vacation. Why don't you go to a hill station for a week?

**Anjum:** Oh, I don't want to do that.

**Mumtaz:** Why not?

**Anjum:** It's so boring. There is nothing special to do.

**Mumtaz:** I don't get it, you're complaining about how stressed out you are, but you don't even want some time to relax.

**Anjum:** OK, I will think about it seriously. It may not be a hill station, but I will try to get out of the city.

## B Reading and Critical Thinking

**I. Answer the following questions:**

1. How many issues has the teacher enumerated in the unit?
2. What are the causes of producing smog?
3. Which areas of Pakistan wear a blanket of fog?
4. Enumerate some negative impacts on health due to smog.
5. Describe the range of the air quality index in Lahore.
6. State some measures you can take to avoid the detrimental effects of smog.

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II. **Guess the meanings of the words below and then compare them with their dictionary meaning.**

| Words | Meanings |
|---|---|
| depletion | |
| emit | |
| pollutants | |
| intensify | |
| sustained | |
| standstill | |
| acute | |
| chronic | |

## C Vocabulary & Grammar

**Remember**

**Personal Pronouns**

A word that is used in place of a person's name is called a personal pronoun, e.g. I, we, you he, she, they, it, me, us, them etc. Personal pronouns can be subjective pronouns and objective pronouns.

I. **Replace the nouns with personal pronouns. Then complete the sentences with pronouns for the noun given within the brackets.**

Example: _____ is 47 years old. (My father)
He is 47 years old.
The pronoun 'He' replaces the noun 'My father'.

1. _____ are brothers. (Mahd and Fahd)
2. Is _____ at school? (Your sister)
3. _____ work in the bank. (Nazar, Mazhar and Kazim)
4. _____ is on the roof. (The pigeon)

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5. _____ are my pets. (The cat and the dog)

6. _____ is locked. (The door)

7. _____ live together. (My brother and I)

8. _____ are friends. (Qamar, Saba and I)

9. _____ is going to Japan for higher studies. (Qasim)

10. _____ is the biggest land animal. (Elephant)

11. _____ went to school without having breakfast. (Saliha)

**Remember**

**Homophone**

A word that is pronounced like another word but is different in meaning or spelling is a homophone.
For example: '**to**', '**too**', and '**two**' are homophones.

## II. Use the words below in sentences to show their meanings.

**Example:** our — Our business is growing rapidly.
hour — You are one hour late.

1. low
   law

2. sight
   site

3. word
   world

4. through
   throw

5. check
   cheque

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**Remember**

**Apostrophes (')**

The apostrophe is used in the English language in three ways:

- To indicate dropping out of letter in contractions and numbers in a date, e.g. **do not — don't, 2008 — '08.**
- To form the plurals of letters, numerals and signs **t's, 7's, 8's.**
- To form the possessive of a noun or an infinitive pronoun like **Amjad's, somebody's.**

**III. Use an apostrophe and 's' to form the plurals of the letters, numerals signs and words.**

1. The word has two **a**.
2. Dot all the **i** and cross all the **t** in your writing.
3. How many **b** are in the word **bamboo**?
4. There are three **5** in that number.
5. My neighbours cat is black and white.

**IV. Rewrite the following by using an apostrophe (and 's' if required) to show possession.**

Example: the storybooks of the children
the children's storybooks

1. light of the moon
2. six years time
3. surface of the earth
4. Somebody cap is on the desk.
5. house of the people

**V. Provide a missing apostrophe in the contractions in the following sentences.**

1. Dont let him go out.
2. Youve been good to me.
3. Theyll show you the pictures.
4. Id like it.
5. Its been a long day.
6. We went there in the summer of 98.
7. Its 10 o clock.

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8. This style was very popular in the 60s.
9. Lets go out.
10. She didnt know what to do.

## D Writing Skills

**I. Write an essay on 'The causes of pollution and its solutions'.**

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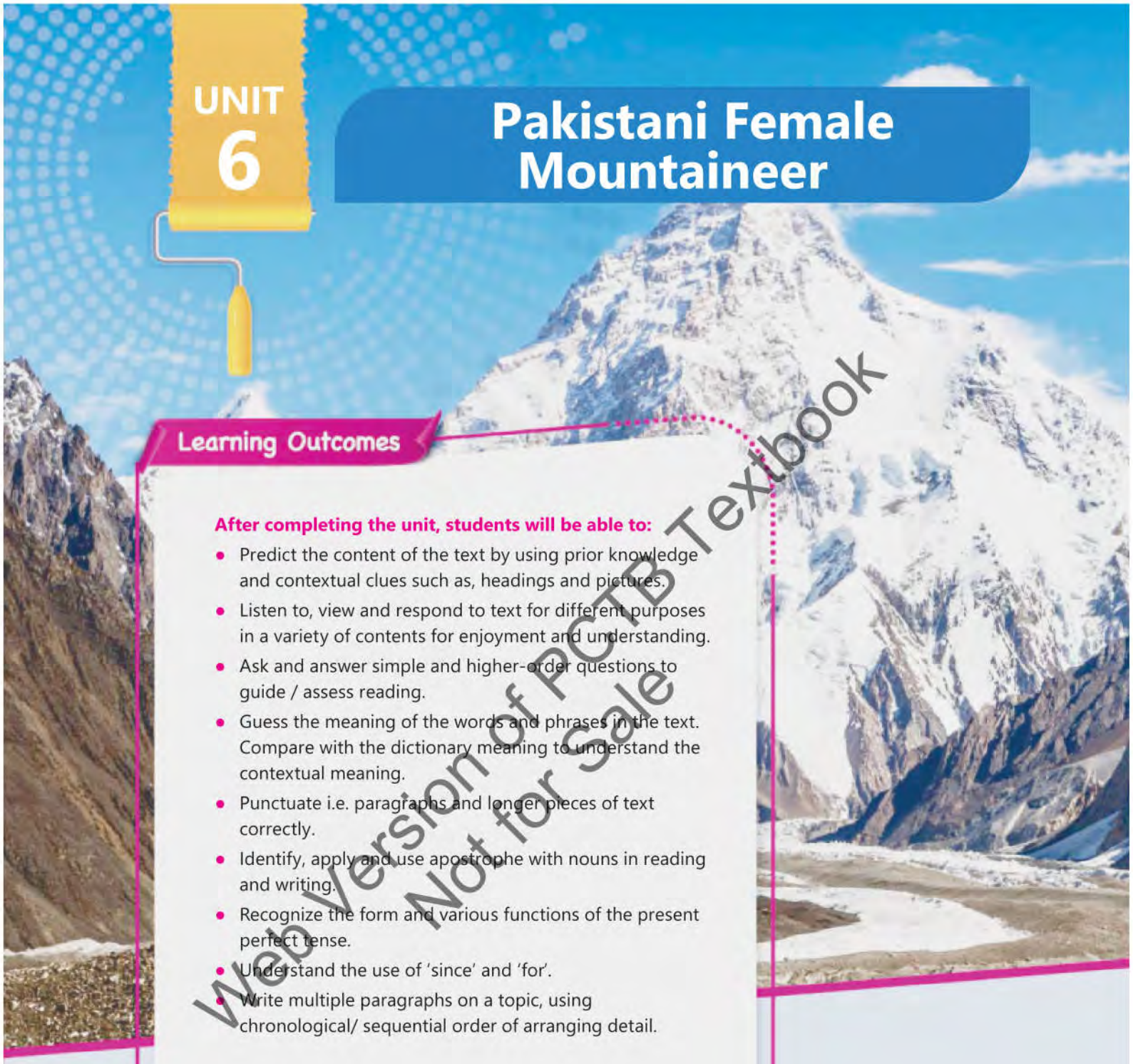
UNIT 6

# Pakistani Female Mountaineer



## Learning Outcomes

**After completing the unit, students will be able to:**

- Predict the content of the text by using prior knowledge and contextual clues such as, headings and pictures.
- Listen to, view and respond to text for different purposes in a variety of contents for enjoyment and understanding.
- Ask and answer simple and higher-order questions to guide / assess reading.
- Guess the meaning of the words and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- Punctuate i.e. paragraphs and longer pieces of text correctly.
- Identify, apply and use apostrophe with nouns in reading and writing.
- Recognize the form and various functions of the present perfect tense.
- Understand the use of 'since' and 'for'.
- Write multiple paragraphs on a topic, using chronological/ sequential order of arranging detail.

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# Pakistani Female Mountaineer

**Pre-reading**

- What is the meaning of the word 'mountaineer'?
- How does the opening sentence help you predict the content of the first paragraph?

Samina Khayal Baig is the first Pakistani female mountaineer who created history by reaching the top of the 2nd highest peak in the world, the 8611 metre high K2. She is the third Pakistani to climb Mount Everest. She is also the youngest Muslim woman to climb Everest at the age of 21. Mount Everest is the highest mountain in Nepal and its elevation is 8848.64 metres.

Mount Everest

Samina was born on 19th September, 1990 in Shimshal village in Hunza, Gojal, Gilgit-Baltistan. She was trained in mountaineering from the age of 15 by her brother, Mirza Ali. Samina Baig worked as a mountain guide and expedition leader in the Hindu Kush, the Himalayas and the mountains of Karakoram. She has been a professional climber since 2009.

**While-reading**

How do you know that Samina Khayal Baig is a professional climber?

## Climbing Mount Everest

In 2013, Samina became the first Pakistani to climb Mount Everest. She was joined by two Indian girls Tashi and Nungshi Malik in climbing Mount Everest. In her interview with her brother before the ascent, Samina Baig stated that the expedition was a demonstration of gender equality. Samina's brother Mirza Ali, approximately 248 metre short of the summit of Everest, let his sister go to the summit

**While-reading**

What do you mean by gender equality?

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on her own without his support, to present a message of empowerment to all women of Pakistan. She was highly appreciated.

## Seven Summits

Samina Baig enjoys the honour of having achieved more "firsts" in five years than most people do in a lifetime. She is the only Pakistani woman to have scaled seven summits in seven continents in just eight months. She has therefore had the great honour to hoist the Pakistani flag at seven summits:

1. Mount Everest, Nepal (May 2013)
2. Aconcagua, Argentina, the highest peak in South America (December 2013)
3. Mount Vinson Massif, Antarctica (January 2014)
4. Mount Kilimanjaro in Tanzania, the highest peak in Africa (February 2014)
5. Mount Puncak Jaya, the highest peak in Indonesia (March 2014)
6. Denali (North America) Alaska (June 2014)
7. Mount Elbrus, the highest mountain in Russia (July 2014)

Though Mount Everest may have been the highest peak, the most difficult climb was the Denali Peak (6194 metres) in Alaska. "We got caught in a sudden snowstorm despite the forecast being clear. We had no porters, carried our own gear and set up camp ourselves, unlike when one climbs the Everest. We were stuck in camp for five days with just three days of food supplies left. It was scary", said Samina.

**While-reading**

Why was climbing Denali Peak scary?

Samina Baig, a high-altitude mountaineer at the age of 32 years, wants to change the world. Her hometown, Shimshal Gilgit–Baltistan is one of the last villages bordering China with a population of less than 2000 and she describes it as "the most beautiful place on earth."

Samina brought honour to her village when she climbed the Everest. Her achievement had a wonderful effect on youth. Since then, she has encouraged many more girls to take up climbing and other sports. "She is a role model and has set

Mount Elbrus

Mount Puncak Jaya

Mount Kilimanjaro

Mount Vinson Massif

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a trend that others can emulate," said Ayesha khan, Head of Pakistan Mountain and Glacier Protection Organization.

"Incredible things are happening in Upper Hunza now," Samina Baig said. "Unlike when I was growing up, girls are now playing football and cricket, as well as undertaking skiing, rock climbing, mountain trekking, and biking. In the future, you will see many Samina Baigs from my village going into mountaineering," she added.

In February 2018, recognizing Samina's achievements, the United Nations Development Programme (UNDP) appointed her as its goodwill ambassador for Pakistan to help fight climate change, poverty, and inequality.

**Post-reading**

Do you think that women today have more opportunities and fewer hurdles than in the past?

## Glossary

| Words | Meanings |
|---|---|
| mountaineer | a climber of mountains |
| peak | a mountain; summit |
| elevation | height |
| expedition | an organized journey |
| demonstration | an act of showing and proving |
| approximately | more or less; roughly |
| empowerment | the giving of power or authority |
| scale (v) | to climb up |
| forecast | to predict |
| emulate | match or surpass; try to be like someone else |
| incredible | unbelievable |
| trekking | walking through an area with mountains |
| recognize | to accept and approve of |
| achievement | accomplishment; a thing done successfully |
| inequality | unfair difference |

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## Exercise

## A Oral Communication Skills

I. **Listen to an audio or to your teacher reading aloud the lesson. Then look at the pictures in the text and listen to the related text again. Then, have a discussion in class about the pictures and the text.**

## B Reading and Critical Thinking

I. **Answer the following questions:**

1. Who is Samina Khayal Baig?
2. What are her distinguishing achievements?
3. What does it mean to be a professional?
4. How do you know that Samina Baig's family helped her in her career?
5. How can Samina Baig fight against poverty and inequality in Pakistan?
6. What are Samina Baig's views about gender equality?
7. How is she encouraging and empowering the youth, especially girls?

II. **Guess the meanings of the words below and then compare them with the dictionary meaning.**

| Words | Meanings |
|---|---|
| mountaineer | |
| elevation | |
| expedition | |
| demonstration | |
| summit | |
| forecast | |
| emulate | |
| skiing | |

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## C Vocabulary & Grammar

**Remember**

### Punctuation

Punctuation marks include **capitalization**, **parenthesis**, **exclamation marks**, **full stops**, **apostrophes**, **commas**, **semi-colons**, **colons**, **hyphens**, **dashes** and **quotation marks**.

#### Capitalization

- The first letter of a sentence is always capital, e.g. **M**an is mortal.
- The first letter of a proper noun is always capitalized, e.g. We live in **P**akistan.
- The pronoun "I" is always capitalized, e.g. You and **I** are friends.
- The names of days and months are always capital, e.g. We visited the zoo on **S**unday. **A**pril comes after **M**arch.

#### Parenthesis ( )

Parentheses are used to mark off explanatory or non-essential information, e.g. A hurricane (a very strong wind) can cause a lot of damage.

#### Exclamation Mark !

An exclamation mark is used after an interjection or an emotive phrase, e.g. Hurrah! We won the match.

#### Full Stop .

We use a full stop at the end of a statement or an imperative sentence, e.g. They are students. Follow my instructions.

#### Apostrophe '

An apostrophe is a mark '. It is often used with 's' to show that a thing or person belongs to someone, e.g. Afzal's car is new.

#### Comma ,

- A comma is used to show a slight pause.
- Commas are used to separate words in a list, e.g. my brother brought milk, bread, eggs, and butter.
- Commas are used to separate phrases, e.g. Mount Everest, the world's highest mountain, was first climbed in 1953.
- Commas are used to separate an introductory word or phrase, e.g.
  Oh, that's a good idea.
  By the way, where is your school?

#### Semi-colon ;

A semi-colon is used to connect two complete sentences that are related, e.g. Roses are red; violets are purple.

#### Colon :

A colon introduces the information that comes after it, e.g. I'll say this for him: he is honest and hard-working.

#### Hyphen -

A hyphen is used to form compound words that are made up of two or more words, e.g. I paid for two full-price tickets.

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**Dash –**

A dash is used to show that what follows is a summary or contusion of what has gone before, e.g. You have admitted that you lied to me-how can I trust you again?

**Quotation Marks " " or ' '**

Quotation marks show that words have been directly quoted. They are also called speech marks, e.g. He said, "I've been working hard all day".

## III. Re-write the following sentences putting punctuation marks where necessary.

1. I bought some balloons a cake and some ice cream for the party
2. No I dont mind it
3. Yes I love to go to the beach with my family
4. He painted the fence white blue and green
5. I we you he she it and they are pronouns
6. Wow look at that
7. You cannot compete with him he is a fast-runner
8. No I did not order this fancy dress
9. Men were shouting women were screaming children were crying it was chaos
10. The Eiffel tower 300 metres high is made of iron
11. The teacher said open your books
12. My brothers name is on the merit list
13. My mother and i went to quetta
14. Which one did you like the best
15. My father said always speak the truth

## IV. Punctuate the following paragraph.

**rainbows**

my heart leaps up when i behold a rainbow in the sky wrote william wordsworth the famous poet and most of us share his feelings when we are lucky enough to see a rainbow. there is an old saying that a pot of gold is buried at the end of the rainbow but have you ever tried to reach a rainbow send of course its impossible because a rainbow is really just the result of the rain drops refracting and reflecting light there are seven colours in the rainbow red orange yellow green blue indigo and violet.

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**Remember**

**Present Perfect Simple Tense**

- We use this tense when an action is finished in the past but the effect is still felt in the present, e.g. She has set a trend that others can emulate.
- Present perfect tense is also used to describe the recent past when the time in the past is not mentioned, e.g. She has already started this campaign.

**Structure:** (positive) Subject + has/have + past participle + (object/complement)

(negative) Subject + has not/have not + past participle (object/complement)

(interrogative) Has/have + subject + past participle + (object/complement)

## V. Tick (✓)the correct form of the verb.

1. We **has/have** bought a computer.
2. He **has/have** scored two goals.
3. The world population **has/have** increased rapidly.
4. The pace of life has **became/become** faster.
5. The scientists **has find/have found** more energy sources.
6. I **has/have** completed my homework.
7. You **has/have** worked here for a year.
8. She **has/have** learnt three languages.

**Remember**

**Use of For and Since**

We use "**for**" and "**since**" to show the duration of an action or state up until the present.

- We use "**for**" when we mention the length of the period, e.g. 2 hours, six days, one year, etc.
- We use "**since**" when we mention the starting point of the period, e.g. since Monday, since 1970, since 6 o'clock, etc.

Examples: I have lived here **for** two years. She has been a professional climber **since** 2009.

**Note**

"**for**" and "**since**" are often used in the perfect simple and perfect continuous tense. When the stress is on the continuity of an action or state we use perfect continuous tense, **e.g.** It has been raining for two hours.

## VI. Use 'for' or 'since' in the following sentences:

1. She has taught in the school _____ 10 years.
2. Man has struggled against the forces of nature _____ times immemorial.
3. I have not seen him _____ last Monday.

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4. We have studied English _____ 6 years.
5. They have practised boxing _____ three weeks.
6. She has been sick _____ Friday.
7. He has climbed three peaks _____ 2009.
8. The farmers have worked in the fields _____ a month.
9. You have not borrowed books from the library _____ March.

## D Writing Skills

I. **Write an essay on any 'Pakistani sports personality'. Use chronological/sequential order of arranging details about their achievements and contributions.**

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# Review 2

## A Oral Communication Skills

**I. Discuss the following questions with a partner. Use the underlined words in your responses.**

1. In your hometown, what is the lowest temperature and what is the highest temperature? (Use the word degrees in your answer.)
2. What is the chance of rain tomorrow in the area where you live?
3. What is the best source to get a weather forecast – TV, newspaper or the internet?
4. What is the safest mode of transport?
5. What are study skills? How do you schedule and manage your learning?
6. What is patriotism? How can you best serve your nation?

## B Reading and Critical Thinking

**I. Match the words with their meanings.**

| | Words | | Meanings |
|---|---|---|---|
| 1. | summit | | mixture of smoke and fog |
| 2. | particle | | pointed top of a mountain |
| 3. | lucrative | | in spite of |
| 4. | ambassador | | profitable |
| 5. | emission | | unbelievable |
| 6. | smog | | representative |
| 7. | mountaineering | | a minute portion of matter |
| 8. | despite | | discharge |
| 9. | incredible | | the highest point of a mountain |
| 10. | peak | | activity of climbing mountains |

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**II. Answer the following questions:**

1. Why did Jinnah describe Hindus and Muslims as two separate nations?
2. Why did Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ) ask Muslims to resolve their differences?
3. Which areas of Pakistan wear a blanket of fog?
4. State some measures you can take to avoid detrimental effects of smog.
5. What does it mean to be a professional?
6. How is Samina Khayal Baig encouraging and empowering the youth, especially girls?

## C Vocabulary & Grammar

**I. Use 'for' or 'since' in the spaces given below in sentences.**

1. I have not heard from them _____ I was six.
2. It has not rained _____ two months.
3. They have been waiting for the bus _____ 35 minutes.
4. You have not changed _____ the last time I saw you.
5. My sister has been studying _____ two hours.
6. I have not seen you _____ ages.
7. She has been training for the contest _____ two weeks.
8. They have been engaged in this activity _____ long.
9. We had been struggling for a separate homeland _____ several years.
10. You have not phoned your family _____ you left home.
11. Man has struggled against the forces of nature _____ times immemorial.

**II. Use the pairs of words in sentences to show their meanings.**

| | | |
|---|---|---|
| peak, peek | hoard, horde | advice, advise |
| moral, morale | adopt, adapt | accept, except |

**III. Give students the dictation of the words below.**

| | | | |
|---|---|---|---|
| ceaseless | unreflective | achievement | ambassador |
| mountaineer | Karakoram | separate | conference |
| fulfilment | illiteracy | purchase | exemplary |

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**IV. Punctuate the given text.**

one day a farmer went with his oxen to plough his field he had just turned the first furrow when a tiger walked up and said peace be with you friend how are you this fine morning the same to you my lord and i am pretty well thank you replied the farmer quaking with fear but thinking it wisest to be polite.

## D Writing Skills

**I. Write a short essay on 'The struggle to save the environment' or 'An inspirational leader'.**

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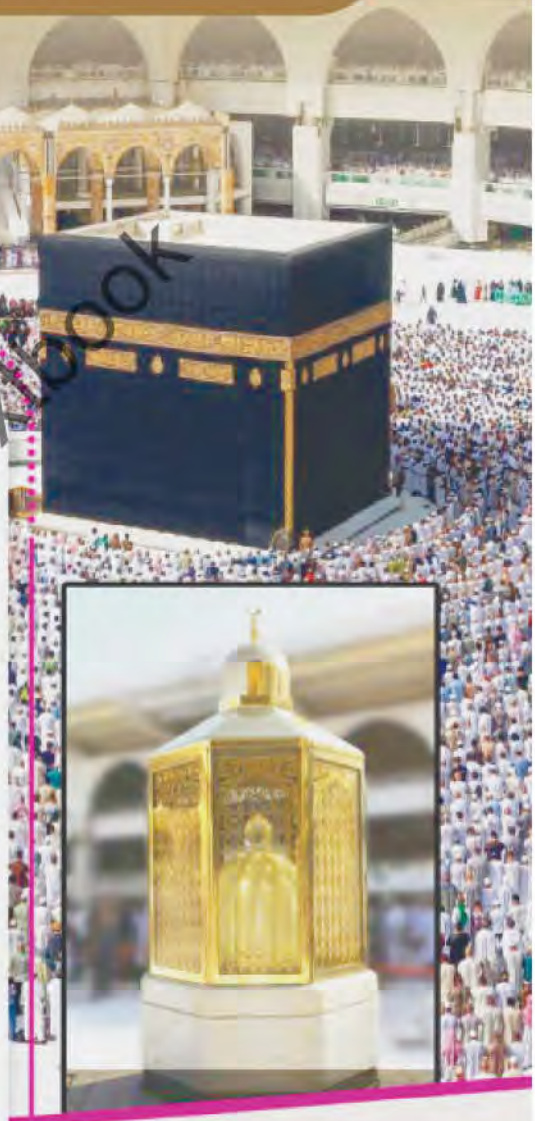
UNIT 7

# Eid-ul-Adha



## Learning Outcomes

**After completing the unit, students will be able to:**

- Ask and answer question of personal relevance, information and variety of communicative purposes.
- Identify different points of view(e.g., first-person third-person narrative).
- Ask a variety of questions at different levels(e.g. clarifying, open-ended question) about the texts read or viewed.
- Guess the meaning of the word and phrases in the text. Compare them with the dictionary meaning to understand the contextual meaning.
- Differentiate between homophones and near homophones (Advice/advise).
- Locate the varying position of adjectives in sentences.
- Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: making analogise from familiar word.
- Write short dialogues to show various situational relationships e.g. doctor-patient.

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# Eid-ul-Adha

**Pre-reading**

- How many Eids do the Muslims celebrate in a year?
- Do you get Eidi on Eid-ul-Adha?

Zainab and Saliha are at home. They are happy as the festival of Eid-ul-Adha is approaching after a few days. They ask different questions from their parents.

"What is Eid-ul-Adha?" asked Zainab. "Eid-ul-Adha is the festival of sacrifice. In a dream, Allah (سبحانہ وتعالیٰ) commanded Hazrat Ibrahim (علیہ السلام) to sacrifice his son named Hazrat Ismail (علیہ السلام). Satan attempted to confuse Hazrat Ibrahim (علیہ السلام)and tempted him not to go through with the act, but Hazrat Ibrahim (علیہ السلام)drove him away. Allah (سبحانہ وتعالیٰ) sent the angel Jibrail (علیہ السلام)with a ram to sacrifice instead of his son. The commemoration of Adha, which is an Arabic word for sacrifice, takes place on the 10th of Zilhajj", mother said.

**While-reading**

What is Eid-ul-Adha?

"How is Eid-ul-Adha celebrated?" asked Saliha.

"As Hazrat Ibrahim (علیہ السلام)was allowed to sacrifice a ram instead of his son, Eid-ul-Adha is traditionally celebrated with the symbolic sacrifice of a lamb, goat, cow, camel or other animals. The meat of the sacrificial animals is divided into three parts equally among family, friends and the needy. Muslims perform a communal namaz of Eid in a masjid or in an open environment", the mother clarified.

How is Eid-ul-Adha different from Eid-ul-Fitr? asked Zainab.

"There are two Eids celebrated by Muslims in a year. Eid-ul-Fitr occurs at the end of Ramadan. Ramadan is the month in which Allah (سبحانہ وتعالیٰ) revealed the first verses of the Holy Quran to Hazrat Muhammad (رسول اللہ خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم). Eid-ul-Adha takes place about two months after Eid-ul-Fitr at the end of the annual Hajj (pilgrimage). The dates of both Eids are according to the Islamic lunar calendar. There is sacrifice of animals on the day of Eid-ul-Adha. This differentiates the two festivals," said mother.

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"How was Hazrat Ismail (عَلَيْهِ السَّلَام)saved, and what lesson do we get from this event?" asked Saliha.

"This was a miracle of Allah (سبحانهٗوتعالیٰ) and it proved that He has command over all things, the known and the unknown. It is because of this holy incident in the history of Islam that the Muslims now celebrate Eid-ul-Adha every year to earn blessings and forgiveness from Allah (سبحانهٗوتعالیٰ). The act of sacrificing animals also refreshes our faith in Allah (سبحانهٗوتعالیٰ) and we recognize that all blessings come from Allah (سبحانهٗوتعالیٰ) alone. A true Muslim is one who has a firm belief in Allah (سبحانهٗوتعالیٰ) and tries to follow all His commands sincerely and obediently," said father.

**While-reading**

What is meant by the word "miracle"?

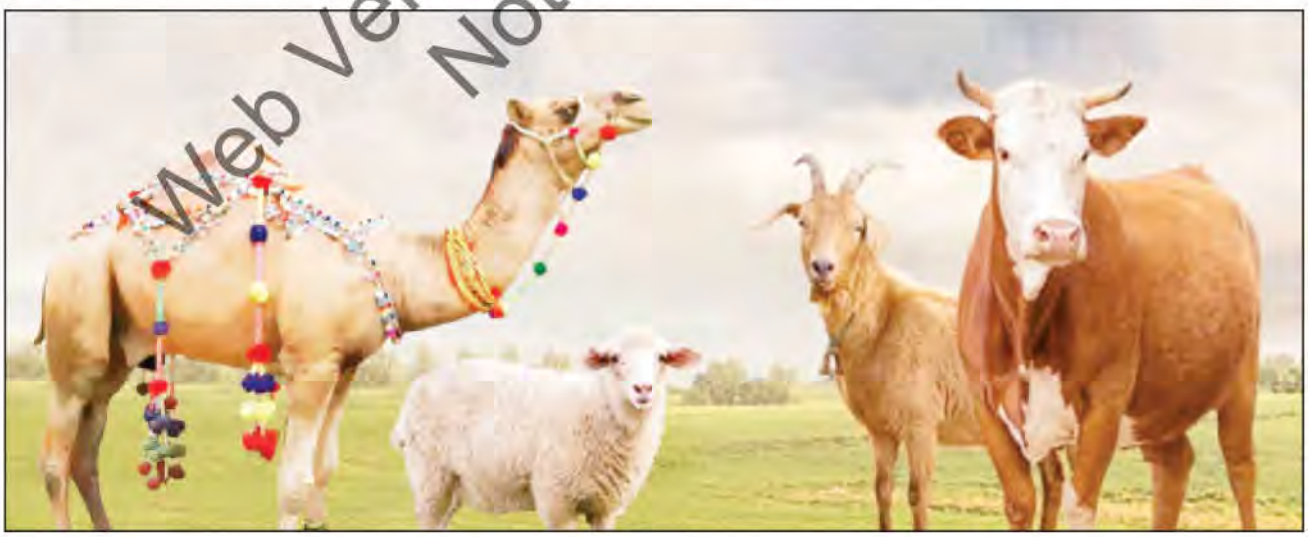
"How should we prepare ourselves on the day of Eid?" asked Zainab.

"The sunnahs (habitual practices) of the day of the Eid include:

- to adorn new clean clothes.
- performing ghusl (bath).
- using a miswak (for cleaning teeth).
- applying scent.
- to reach the place of prayer early," said father. ***(Masnad-i-Ahmed: 16840)***

Both Zainab and Saliha thanked their parents for providing them with this important information about Eid-ul-Adha and Eid-ul-Fitr.

**Post-reading** What lesson do you draw from Eid-ul-Adha?



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## Glossary

| Words | Meanings |
|---|---|
| festival | a time of celebration |
| approaching | drawing nearer |
| command | to order |
| celebrate | to mark or observe an event |
| commemoration | a celebration in memory of a person or event |
| sacrificial | relating to sacrifice |
| environment | all surrounding things |
| clarify | to make clear |
| calendar | a particular system for organizing days and months of the year |
| differentiate | to see the difference between two or more things |

## Exercise

### A Oral Communication Skills

**I. Read and practise the dialogue below.**

**Hamza:** Assalaam-o-Alaikum, and good morning, Ali.

**Ali:** Wa Alaikumussalam and good morning, Hamza. How are you?

**Hamza:** Well, I am fine, thank you. I heard that you went to Kelantan, Malaysia last week.

**Ali:** Yes, I went to Kelantan, Malaysia last week with my parents.

**Hamza:** Wow! That's good. Which places did you visit there?

**Ali:** I visited many interesting places. Last I went to Geting Beach.

**Hamza:** That sounds interesting that you visited Geting Beach in Kelantan.

**Ali:** Yes, it was really interesting as there was "Kelantan International Wau Festival" which we were fortunate to witness. It is held annually in August in Malaysia. It was beautiful.

**Hamza:** Wau? What is this? Is it a fish?

**Ali:** Ha Ha Ha... No, it is not a fish. It is a huge kite actually.

**Hamza:** A huge kite! How do people decorate the kite?

**Ali:** They decorate the kite with colourful patterns of flowers and leaves.

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**Hamza:** Oh, It must be a beautiful kite.

**Ali:** Yes, it is a beautiful kite. During the Wau Festival, there were also cultural shows such as traditional dances and the Kelan Food Festival.

**Hamza:** Wow! You must have enjoyed your holidays.

**Ali:** Yeah, I definitely enjoyed my holidays.

**Hamza:** Which food did you like in the festival?

**Ali:** My favourite food was "Nasi Tumpang" in which rice was packed in a cone-shaped banana leaf.

**Hamza:** Mmmm... sounds interesting. Thanks for sharing your experience during the "Kelantan International Wau Festival".

**Ali:** No problem. You are welcome. I will bring some pictures to show you.

**Hamza:** Nice talking to you. I'll look forward to that.

**Ali:** Goodbye. See you soon.

## B Reading and Critical Thinking

**Remember**

### Identifying a Point of View

Point of view refers to the method of narration used in a short story, novel or in a narrative poem. In a story told from first person of view, the narrator is a character in the story. John Lennon and Paul McCarthy wrote the song, "In My Life" in the first person:

These places I'll remember.
All my life some have changed.

The first person pronouns are: **I**, **my**, **me**, **we**, **our**, **us**, **myself** and **ourselves**.

The third-person point of view belongs to the people or person the narrator is referring to. Third person pronouns: **he**, **him**, **his**, **himself**, **she**, **her**, **hers**, **herself**, **it**, **its**, **they**, **their**, **them** and **themselves**.

Here is part of a script from J.K. Rowling's "Harry Potter and Philosopher's Stone" showing the power of third person: "Harry moved in front of the tank and looked intently at the snake. He wouldn't have been surprised if it had died of boredom itself...

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**I. Read the following lines and identify if it is first person or third-person point of view.**

1. "Much to my surprise, I liked the truck Ahmad brought for me." first person
2. "I recommend Scrivener because it's the best word processor on the market". _____
3. She wanted to play cricket, so she purchased a bat and a ball. _____

4. Maria was sure to get first position in her class. _____
5. They did not lose heart and kept on their journey to the east. _____
6. I wandered lonely as a cloud . _____
7. They had decided to have breakfast the next morning, but she wasn't invited. _____

## II. Answer the following questions:

1. Which animals are sacrificed on Eid-ul-Adha?
2. What is the difference between Eid-ul-Fitr and Eid-ul-Adha?
3. What is meant by the word "Adha"?
4. Why has the writer used the word miracle?
5. How does a Muslim show his/her firm belief in Allah (سبحانهٗ وتعالیٰ) on Eid days?

## III. Guess the meanings of the words below and then check against their dictionary meaning.

| Words | Meanings |
|---|---|
| tempt | |
| sacrifice | |
| communal | |
| reveal | |
| belief | |
| forgiveness | |

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# C Vocabulary & Grammar

**Remember**

**Homophones and Near Homophones**

Homophones is a word that is pronounced the same as another word but has different spelling and meaning.

Examples: whether/ weather, seen/scene

A near homophone is a word which is pronounced almost the same as another word but has different spelling and meaning.

Example: loose, lose

**I. Fill in the blanks with the correct word from the word bank. Use the context of the sentences to determine which word should be used.**

| Word Bank | | | | |
|---|---|---|---|---|
| loose | lose | an | and | then |
| affect | since | sense | than | effect |

1. His brother is taller _____ his father.
2. I will read books by Shakespeare _____ Mark Twain this year.
3. I hope we don't _____ the game tomorrow.
4. The experiment showed the _____ of soil erosion.
5. They have been waiting in line _____ noon to buy their tickets.
6. The cold weather began to _____ his emotions; he was afraid he would break down soon.
7. Nabila had a _____ that something was wrong when she opened the barn door.
8. There is a dog running _____ in our neighbourhood .
9. First he sent me a message _____ he called me phonically.
10. Have you ever seen _____ owl in daylight?

**II. Use the meaning to determine the correct word in each set of near homophones and write it in the blank space below.**

**Example:** Polar animal: bear bare bear

| | | | | |
|---|---|---|---|---|
| 1. | introduces a comparison | then | than | _____ |
| 2. | verb; to make a difference | effect | affect | _____ |
| 3. | conjunction that connects two things | an | and | _____ |
| 4. | free | lose | loose | _____ |
| 5. | because or in an intervening time | sense | since | _____ |
| 6. | in that time; next | then | than | _____ |
| 7. | feeling, or the faculty of sight, hearing etc. | sense | since | _____ |
| 8. | to fail in a competition or unable to find | lose | loose | _____ |

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**Remember**

**Position of Adjectives**

1. We put adjectives before the noun. Adjectives never change their form.

   a small table — two small tables

2. When there is a series of adjectives, we use the one describing size first and then colour.

   big brown eyes — a big grey wolf

   a black cat — a little black cat

   black cats — big black cats

   fair hair — long fair hair

## III. Choose the correct order of adjectives.

1. A. a cotton, orange shirt
   B. an orange, cotton shirt — B
2. A. a beautiful, old woman
   B. an old beautiful woman
3. A. an amazing, Floridian sunset
   B. a Floridian, amazing sunset
4. A. twelve shampoo, medium bottles
   B. twelve medium, shampoo bottles
5. A. two square, blue tables
   B. two, blue square tables
6. A. Italian, delicious meal
   B. delicious, Italian meal
7. A. a stinky, bathroom towel
   B. a bathroom, stinky towel
8. A. an ugly, old, yellow bus
   B. an old, yellow, ugly bus
9. A. a large, pretty blanket
   B. a pretty, large blanket
10. A. empty five trunks
    B. five empty trunks
11. A. three fun games
    B. fun three games

**Adjectives follow this order:**

number
opinion
size
shape
age
condition
colour
pattern
origin
material
purpose

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## IV. Describe the pictures given below.

1. _____
2. _____
3. _____
4. _____
5. _____

## D Writing Skills

**Remember**

### Word Analogies

An analogy shows the relationship between two objects or concepts using logic and reasoning. In other words an analogy is a comparison of two pairs of words that are related in a similar way.

For example: tree: leaf flower: petal

This analogy is read as: Tree is to leaf as flower is to petal.

This analogy highlights the relationship between the whole (a tree and a flower) and its parts (a leaf and a petal). On tests of logic, one portion of analogy is left blank and students are left to choose an answer that makes sense to complete the comparison.

For example: dog: puppy cat: _____

To solve the analogy, you must determine the relationship between dog and puppy. A baby cat is a kitten, so the complete analogy is:

dog: puppy cat: kitten

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## I. Complete each analogy using a word from the word box.

| | | | |
|---|---|---|---|
| foot | eat | girl | hand |
| water | food | day | scale |
| dinner | vegetable | down | hair |

1. Blue is to the sky as green is to grass.

2. An apple is to fruit as a carrot is to _____.

3. Toe is to foot as finger is to _____.

4. Brother is to boy as sister is to _____.

5. A bird is to a feather as a fish is to a _____.

6. Morning is to breakfast as evening is to _____.

7. A hat is to head as a shoe is to _____.

8. A straw is to drink as a spoon is to _____.

9. The moon is to night as the sun is to _____.

10. A car is to a road as a boat is to _____.

11. A hammer is to a nail as a comb is to _____.

12. A sculptor is to a stone as a chef is to _____.

13. White is to black as up is to _____.

**II. Write a short dialogue between two friends on the choice of a career in your exercise book.**

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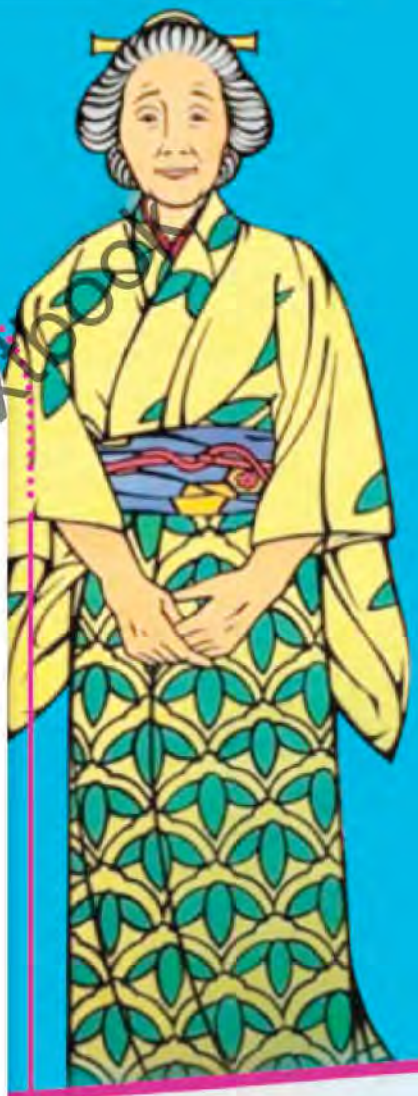
UNIT 8

# The Wise Old Woman



## Learning Outcomes

**After completing the unit, students will be able to:**

- Engage into extended discussions and debates taking into account other speakers' viewpoint and presenting one's own with clarity and coherence.
- Ask and answer simple and higher-order questions to guide/ assess reading e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?
- Discuss and evaluate how authors use language including figures of speech like simile, metaphors, personification, hyperbole and onomatopoeia considering the impact on the reader.
- Identify fact and opinion (e.g., Based on beliefs assumptions) generalize statements and correct use of imperative language.
- Predict the content of a lengthy piece of text using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms).
- Use dictionary/thesaurus to identify syllable division.
- Comprehend and use idioms and proverbs in the different texts.
- Change and use degrees of adjectives: positive, comparative, superlative of varying syllables and irregular degree.
- Write a short dialogue to show various situational relationships e.g. doctor-patient.

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*(Retold by Yoshiko Uchida, 1921–1992)*

# The Wise Old Woman

**Pre-reading** How many old people are there in your family?

Many years ago, there lived an arrogant and cruel young lord who ruled over a small village in the western hills of Japan.

"I have no use for old people in my village," he said haughtily. "They are neither useful nor able to work for a living. I therefore decree that anyone over seventy-one must be banished from the village and left in the mountains to die."

"What a dreadful decree! What a cruel and unreasonable lord we have," the people of the village murmured. But the lord punished anyone who disobeyed him, and so villagers who turned seventy-one were tearfully carried into the mountains, never to return.

**While-reading**

What was the decree of the lord?

One particular farmer was good to his mother, and the two of them lived happily together. However, as the years went by, the mother grew older, and before long she reached the terrible age of seventy-one.

"If only, I could somehow deceive the cruel lord," the farmer thought. But there were records in the village books and everyone knew that his mother had turned seventy-one.

Then one day the mother herself spoke of the lord's dreaded decree. "Well, my son," she said, "the time has come for you to take me to the mountains. We must hurry before the lord sends his soldiers for you." She did not seem worried at all that she had to go to the mountains to die.

"Forgive me, dear mother, for what I must do," the farmer said sadly, and the next morning he lifted his mother on his shoulders and set off on the steep path towards the mountain. Up and up he climbed, until the trees clustered close and the path was gone. There was no longer even the sound of birds, and they heard only the soft wail of the wind in the trees. The son walked slowly, for he could not bear to think of leaving his old mother in the mountains. He climbed, not wanting to stop and leave her behind. Soon, he heard his mother breaking off small twigs from the trees that they passed.

"Mother, what are you doing?" he asked.

"Do not worry, my son," she answered gently. "I am just marking the way so you will not get lost returning to the village."

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The son stopped. "Even now you are thinking of me?" he asked, wonderingly.

The mother nodded. "Of course, my son," she replied. "You will always be in my thoughts. How could it be otherwise?"

At that, the young farmer could bear it no longer. "Mother, I cannot leave you in the mountains to die all alone," he said. "We are going home and no matter what the lord does to punish me, I will never desert you again."

So they waited until the sun had set and a lone star crept into the silent sky. Then in the dark shadows of the night, the farmer carried his mother down the hill and they returned quietly to their little house. The farmer dug a deep hole in the floor of his kitchen and made a small room where he could hide his mother. From that day, she spent all her time in the secret room and the farmer carried meals to her there. The rest of the time, he was careful to work in the fields and act as though he lived alone. In this way, for almost two years, he kept his mother safely hidden and no one in the village knew that she was there.

Then one day there was a terrible commotion among the villagers for Lord Higa of the town beyond the hills had threatened to attack their village and make it his own.

"Only one thing will spare you," Lord Higa announced. "Bring me a box containing one thousand ropes of ash and I will spare your village."

The cruel young lord quickly gathered together all the wise men of his village. "You are men of wisdom," he said. "Surely you can tell me how to meet Lord Higa's demands so our village can be spared."

But the wise men shook their heads. "It is impossible to make even one rope of ash, sire," they answered. "How can we make one thousand?"

"Fools!" the lord cried angrily. "What good is your wisdom if you cannot help me now?"

He then posted a notice in the village square offering a great reward of gold to any villager who could help him save their village.

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The young farmer, saw the notice as well, and wondered what would happen to his mother if a new lord even more terrible than their own came to rule over them.

**While-reading**

Who sent the threat to the village?

When his mother saw the troubled look on his face, she asked, "Why do you look so worried, my son?"

The farmer told her of the impossible demand made by Lord Higa if the village was to be spared, but his mother did not seem troubled at all. Instead she laughed softly and said, "Why, that is not such an impossible task. All one has to do is soak ordinary rope in salt water and dry it well. When it is burned, it will hold its shape and there is your rope of ash! Tell the villagers to hurry and find one thousand pieces of rope."

The farmer shook his head in amazement. "Mother, you are wonderfully wise," he said, and he rushed to tell the young lord what he must do.

"You are wiser than all the wise men of the village," the lord said when he heard the farmer's solution, and he rewarded him with many pieces of gold. The thousand ropes of ash were quickly made and the village was spared.

In a few days, however, there was another great commotion in the village as Lord Higa sent yet another threat. This time he sent a log with a small hole that was curved and bent seven times through its length, and he demanded that a single piece of silk thread be threaded through the hole. "If you cannot perform this task," the lord threatened, "I shall come to conquer your village."

The young lord hurried once more to his wise men, but they all shook their heads in bewilderment.' "A needle cannot bend its way through such curves," they moaned. "Again we are faced with an impossible demand."

**While-reading**

What was the third threat?

"Again you act as stupid fools!" the lord said, stamping his foot impatiently. He then posted a second notice in the village square asking villagers for their help. Once more the young farmer hurried with the new problem to his mother in her secret room.

"Why, that is not so difficult," his mother said with a quick smile. "Put some sugar at one end of the hole. Then, tie an ant to a piece of silk thread and put it in at the other end. He will weave his way in and out of the curves to get to the sugar and he will take the silk thread with him."

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Once more the lord commended the young farmer and rewarded him with many pieces of gold. "You are a brilliant man and you have saved our village again," he said gratefully.

But the lord's troubles were not over even then, for a few days later, Lord Higa sent another demand. "This-time you will undoubtedly fail and then I shall make your village mine," he threatened. "Bring me a drum that makes sounds without being beaten."

This time the wise men held their heads in their hands and moaned, "It is hopeless. It is hopeless. This time Lord Higa will attack us."

The young farmer hurried home breathlessly. "Mother, Mother, we must solve another terrible problem or Lord Higa will conquer our village!" And he quickly told his mother about the impossible drum.

His mother, however, smiled and answered, "Why, this is the easiest of them all. Make a drum with sides of paper and put a bumblebee inside. As it tries to escape, it will buzz and beat itself against the paper and you will have a drum that makes sounds without being beaten."

The young farmer was amazed at his mother's wisdom. "You are far wiser than any of the wise men in this village," he said, and he hurried to tell the young lord how to meet Lord Higa's third demand.

When the lord heard the answer, he was greatly impressed. "Surely a young man like you cannot be wiser than all my wise men," he said. "Tell me honestly, who has helped you solve all these difficult problems?"

The young farmer could not lie. "My lord," he began slowly, "for the past two years, I have broken the law of the land. I have kept my aged mother hidden beneath the floor of my house, and it is she who solved each one of your problems and saved the village from Lord Higa."

"I have been very wrong," he said finally. "And I must ask the forgiveness of your mother and of all my people. Never again will I demand that the old people of our village be sent to the mountains to die. Rather, they will be treated with the respect and honour they deserve and share with us the wisdom of their years."

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Post-reading | What is the main idea of the story?

## Glossary

| Words | Meanings |
|---|---|
| arrogant | rude and over confident |
| haughtily | showing an attitude of superiority |
| decree | a formal order |
| banish | to expel from a place by an order |
| murmur | to speak in a low tone |
| disobey | to neglect; to refuse to obey |
| terrible | extremely bad |
| commotion | noisy disturbance |
| soak | to place or keep in water |
| bewilderment | a feeling of being extremely confused |
| moan | to make a long, low sound in pain |
| amazement | great surprise |

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## Exercise

### A Oral Communication Skills

**I. Read and perform a role-play the dialogue below.**

**Rabia:** Mother, what are you cooking?

**Mother:** Fried rice.

**Rabia:** Yummy, I love that. How do you cook it?

**Mother:** First, heat the cooking oil in a pan. Then, add the garlic, onions and salt into the oil. Fry over low heat for a minute.

**Rabia:** Why do you fry them over low heat?

**Mother:** So that they will not be burnt.

**Rabia:** What do you do after that?

**Mother:** Next, add rice and fry it until there is a fragrant smell.

**Rabia:** Fragrant smell?

**Mother:** Yes, when there is a fragrant smell, add peas and eggs to the rice.

**Rabia:** For how long do you fry the rice?

**Mother:** Fry the rice for about 15 minutes. Then add some pepper and tomato sauce for adding flavour to the rice. Now, I'm going to serve the rice into a plate. Finally cut some spring onions and chillies for garnishing.

**Rabia:** Yum! The fried rice looks delicious. Can I eat it now?

**Mother:** Of course, sit down and enjoy it!

## B Reading and Critical Thinking

### I. Answer the following questions:

1. What is the young lord's reason for sending old people away?
2. Why does the farmer take his mother to the mountain?
3. Why does the farmer bring his mother back even though he might be punished?
4. Who is Lord Higa?
5. What causes the young lord to spare the farmer's mother?
6. Explain why the young lord is angry with the wise men.
7. Where does the farmer hide his mother from the young lord?
8. How was the old woman able to solve all the problems created by Lord Higa's demands?

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**Remember**

**Figures of Speech**

A figures of speech is a type of figurative language (such as metaphor, irony, understatement or anaphora) that departs from conventional word order or meaning. Some common figures of speech are simile, metaphor, personification, hyperbole and onomatopoeia, pun and alliteration.

**Simile:** A simile is a figure of speech in which two unlike things are compared by using like or as.

Examples: The clouds look like cotton balls.
The edge of the shovel is sharp like a knife.

**Metaphor:** A metaphor is a figure of speech that describes an object or action that is not literally true but helps explain an idea, or makes a comparison.

Examples: Love is a battlefield.
Baby, you are a firework.

**Personification:** Personification is a poetic literary device in which non-living things or animals are given human traits.

Examples: The trees danced in the wind.
The sun smiled happily down at us.

**Hyperbole:** Hyperbole is a literary device used to draw emphasis through extreme exaggeration.

Examples: I'm so hungry, I could eat a horse.
I have seen this movie a hundred times.

**Onomatopoeia:** Onomatopoeia is a literary device that uses the letter soundfa word to initiate the natural sound emitted from an object or action.

Examples: 'Buzzing' may refer to the sound of a bee and 'tick, tick' to the sound of a ticking clock.

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## II. Read the following sentences and write simile or metaphor, personification, hyperbole or onomatopoeia.

1. It costs an arm and a leg. _____
2. The pen is mightier than the sword. _____
3. The car horn beeped loudly. _____
4. Hamza is as brave as a lion. _____
5. The house was a zoo. _____
6. Maria is like an angel. _____
7. My teeth chattered as I stood in the snow. _____
8. You can hear the trees whisper in the dark. _____
9. The sun is shining brightly. _____
10. The leaves crunched under my feet walking through the woods. _____
11. Life is like a box of chocolates. _____
12. The snow seems like a white blanket. _____
13. The window panes were talking as the wind blew through them. _____
14. Her eyes were like diamonds. _____
15. This is the best book ever written. _____

**Teacher's Note**

Guide the students in differentiating figures of speech.

**Remember**

**Fact and Opinion**

A **fact** is based on observation and research. A fact is, simply, something that can be proven true or false. Example: It is raining now. (I can see and prove it, so it is a fact.)

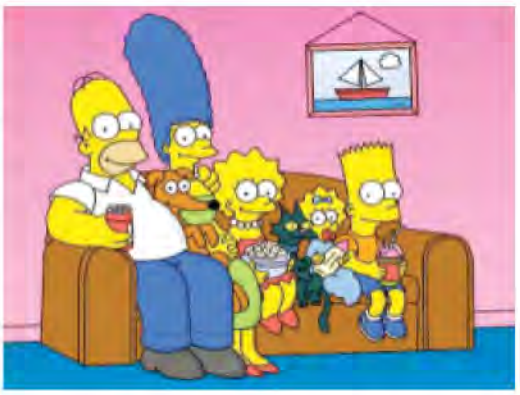
An **opinion** is based on one's feelings and thinking. An opinion is, simply, something that cannot be proven as true or false. Example: I think it is going to rain.

Sometimes, language used can be a clue to an opinion: I feel, I think, in my opinion, it has been claimed, never, always, it is wonderful, terrible, dreadful.

## III. Identify each statement as a fact or an opinion. Tick (✓)the correct statement.

1. Quaid-e-Azam Muhammad Ali Jinnah (رَحْمَةُ اللهِ عَلَيْهِ) was the first Governor General of Pakistan. fact / opinion
2. The scientific name of the domestic cat is **Felis catus**. fact / opinion
3. I think cats make the best pets! fact / opinion
4. Young cats are called kittens. fact / opinion
5. The slide is the most exciting part of the playground. fact / opinion
6. Mosquitoes are the most annoying insects. fact / opinion
7. Football is better than cricket. fact / opinion
8. A bowling ball has three holes in it. fact / opinion

## IV. Read the following paragraph and answer the questions.



The Simpsons is a famous cartoon series about a typical American family. Homer Simpson is the father and Marge is his wife. Bart, Lisa and Maggie are their children. Homer is thirty-six years old. He is a safety inspector at the Springfield nuclear power station. His hobbies are watching television and eating doughnuts. He is not a perfect father but he's a good man. Marge is thirty-four. She has long, blue hair. She's a fantastic mother but she doesn't have time for hobbies. Maggie is a baby. Her hobby is watching television. Her sister, Lisa, is eight. She is an excellent student, very smart and a saxophone player. She's a vegetarian. Her brother, Bart is very intelligent but very disobedient. He is often found in Principal Skinner's office at Springfield Elementary School.

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1. What is 'The Simpsons'?

(a) cartoon series (b) drama series
(c) a fiction story (d) a horror movie

2. Who are Bart, Lisa and Maggie?

(a) cousins (b) brother and sisters
(c) colleagues (d) class-fellows

3. What is the synonym of the word 'perfect'?

(a) ideal (b) better
(c) good (d) simple

4. What is the antonym of the word 'active'?

(a) lazy (b) helpless
(c) imperfect (d) happy

5. What is the synonym of the word 'long'?

(a) lengthy (b) short
(c) in a moment (d) distance

6. What is the antonym of the word 'disobedient'?

(a) contrary (b) obediently
(c) obedient (d) arrogant

7. What is the antonym of the word 'smart'?

(a) brilliant (b) clever
(c) stupid (d) slim

8. What is the synonym of the word 'vegetarian'?

(a) carnivorous (b) herbivorous
(c) omnivorous (d) decomposers

## C Vocabulary & Grammar

**I. Read the words in the first column. Write the number of syllables each word has. Put a '/' to indicate the syllables in the third column.**

**Remember**

**Syllable**

A syllable is a part of a word that contains a single vowel sound and that is pronounced as a unit. For example: '**book**' has one syllable and '**reading**' has two syllables.

Thus, the syllable division is shown as: **rea/ding**

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| | Words | Number of Syllables | Write and Separate Syllables |
|---|---|---|---|
| 1. | homework | 2 | home/work |
| 2. | basketball | | |
| 3. | offering | | |
| 4. | bewilderment | | |
| 5. | villagers | | |
| 6. | farmer | | |
| 7. | beautiful | | |
| 8. | elephant | | |

**Remember**

**Idioms and Proverbs**

**Idioms:** An idiom is defined as a phrase that contains a figurative meaning. An idiom does not make sense if you are not familiar with it.

Example: (He/she) Let the cat out of the bag means the secret is given away.

**Proverbs:** Proverbs are old but familiar sayings that usually give advice.

Example: An apple a day keeps the doctor away. (proverb)

It means that apples have magical powers to cure illnesses.

Both idioms and proverbs are part of our daily speech.

## II. Match the idiom with its actual meaning.

| | | |
|---|---|---|
| 1. | I am feeling blue. | Don't ignore me. |
| 2. | I am in a pickle. | They have ended a quarrel. |
| 3. | Don't give me the cold shoulder. | That is easy. |
| 4. | That's a piece of cake. | I eat a burger very rarely. |
| 5. | Please give me a hand. | I take more food than I can eat |
| 6. | My eyes are bigger than my stomach. | Please help. |
| 7. | They have buried the hatchet. | I am sad. |
| 8. | I eat a burger once in a blue moon. | I am in trouble. |

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**III. Match the following proverbs with their meanings.**

| | Proverb | Meaning |
|---|---|---|
| 1. | No pain, no gain | What a person actually does is more important than what he says he will do. |
| 2. | Actions speaks louder than words | Achievements require some sort of sacrifice. |
| 3. | A stitch in time saves nine. | It takes a long time to do a job properly. You should not expect to do it quickly. |
| 4. | Rome was not built in a day. | It is better to deal with a problem at an early stage to prevent it from getting worse. |
| 5. | Birds of a feather flock together. | People of the same sort are usually found together. |

## D Writing Skills

**I. Make words with '–able', '–ible', '–ably', '–ibly'.**

| | –able | –ible | –ably | –ibly |
|---|---|---|---|---|
| • | unable | invisible | acceptably | terribly |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

**II. Write a short dialogue between a doctor and a patient in your exercise book, with the doctor insisting on a healthy diet to the patient to avoid problems in the future.**

**Teacher's Note**

Guide the students in writing a dialogue. The doctor will ask about the disease and the patient will tell the pain or feelings he is facing. The doctor will give him/her medicine and insist on precautions, including a healthy diet.

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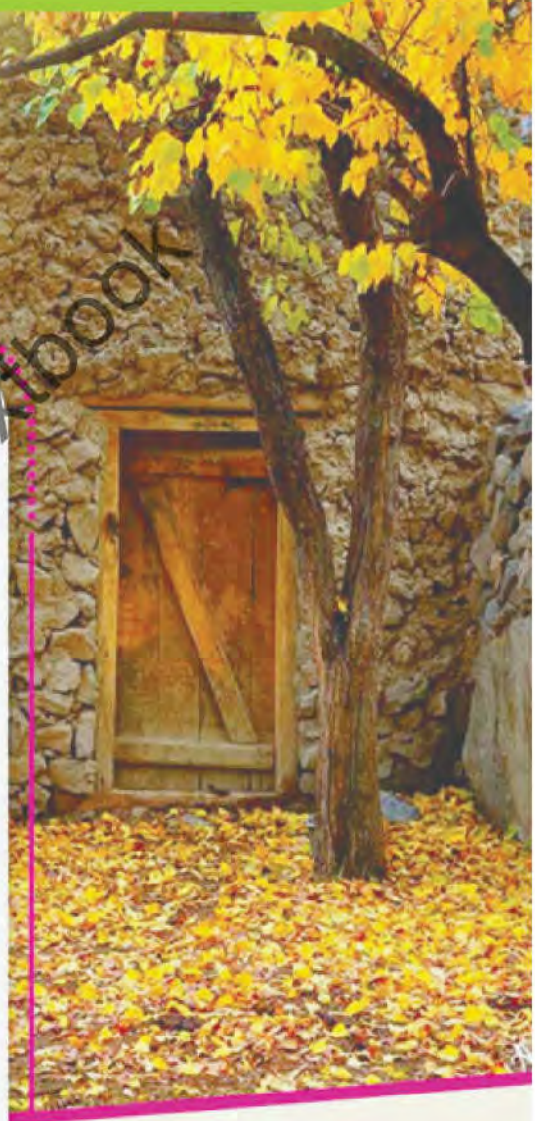
UNIT 9

# Think Not All is Over (Poem)



## Learning Outcomes

**After completing the unit, students will be able to:**

- Predict the content of a text using prior knowledge and context clues.
- Ask and answer questions of personal relevance, information and variety of communicative purposes.
- Guess the meaning of the word and phrases in the text. Compare them with the dictionary meaning to understand the contextual meaning.
- Understand personification, alliteration and imagery
- Use different types of adjectives; regular, irregular and absolute.
- Change and use degrees of adjectives, positive, comparative and superlative.
- Use paraphrasing skills to paraphrase stanzas in a poem.

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# Think Not All is Over (Poem)

**Pre-reading**

Look at the title and predict what the poem is about.

Think not, when the wailing winds of autumn
Drive the shivering leaflets from the tree,
Think not all is over: spring returneth,
Buds and leaves and blossoms thou shalt see.

Think not, when the earth lies cold and sealed,
And the weary birds above her mourn,
Think not all is over: God still liveth,
Songs and sunshine shall again return.

Think not, when thy heart is waste and dreary,
When thy cherished hopes lie chill and sere,
Think not all is over: God still loveth,
He will wipe away thy every tear.

Weeping for a night alone endureth,
God at last shall bring a morning hour;
In the frozen buds of every winter
Sleep the blossoms of a future flower.

(Harriet Beecher Stowe)

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**Post-reading**

- Underline the words which show the message of hope.
- How do you behave when you face a problem?

## Glossary

| Words | Meanings |
|---|---|
| wailing | crying with pain, grief or anger |
| shiver | shake, tremble |
| blossom | flower |
| shalt | shall |
| weary | very tired or bored |
| dreary | dull and making you feel sad |
| cherished | dear |
| endure | to tolerate; to bear |

## Exercise

### A Oral Communication Skills

**I. Work in pairs. Use these greetings and questions to get personal information.**

1. Hi / Hello / Assalaam-o-Alaikum / Good morning.
2. What's up? / How are you? / What's going on?
3. What's your name? / What should I call you? / May I have your name please?
4. Where do you live? / Where are you from?
5. Do you work / study? Are you a student or a professional?
6. Which school do you go to? / Where do you work?
7. How old are you? / When were you born?
8. Do you have any brothers and sisters? / Could you tell me a bit about your family?
9. What is your favourite activity? / What is your hobby?
10. What do you want to be in the future? / What are your personal goals in life?

**II. Use the following prompts to answer the questions.**

1. Hello / Good morning / Good evening / Wa Alaikumussalam.
2. Nothing much / I am fine. Thank you / I am okay / I'm a bit unwell. I am excited.
3. My name is _____. / My full name is _____ but you can call me _____.

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4. I live in _____. / I'm from _____ .
5. I am a student. / I am an office worker. / I'm an employee.
6. I go to (school's name). / I work at _____.
7. I'm _____ year old. / I was born on (day/month/year).
8. Yes, I have _____ brother and _____ sisters.
9. I'm from a _____ family. I am the eldest / youngest / middle child.
10. My favourite activity is _____. / My hobby is _____.

## B Reading and Critical Thinking

**I. Answer the following questions:**

1. What do you mean by the title 'Think Not All is Over'.
2. What is pathetic fallacy. Find examples of pathetic fallacy in the first stanza of the poem?
3. Explain the poet's use of 'Think not' as a negative statement to say something positive or full of hope.
4. Select the items from the poem that explain the idea that every difficult or sad situation has a comforting or more hopeful aspect.
5. Choose words from the poem which are symbols of sadness.
6. Choose expressions from the poem that show that things will cha nge and God's blessings will be evident.

**II. Guess the meanings of the words below and then compare them with their dictionary meaning.**

| Words | Meanings |
|---|---|
| leaflet | |
| chill | |
| dreary | |
| endure | |
| wailing | |
| cherished | |

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## C Vocabulary & Grammar

**Remember**

**Homographs**

Homographs are words that have the same spelling but have different pronunciation and meaning.

Example: Well: (n) a deep hole full of water
Well: (adj.) a feeling people have

**I. Complete each sentence with the correct homograph from the word bank.**

| | | | |
|---|---|---|---|
| row (n) | close (adj.) | row (v) | wind (n) |
| record (n) | wind (v) | present (n) | tear (n) |
| record (v) | present (v) | | |

1. You have to _____ the handle to the left.
2. I looked along the _____ of books.
3. There was a _____ in the corner of his eye.
4. Please keep _____ to the path.
5. Keep a _____ of your expenses.
6. Make sure you _____ the date you bought the tickets.
7. We do not _____ about the money.
8. _____ speeds reached 102 mph last night.
9. The watch was a _____ from my mother.
10. Please _____ your boarding card at the gate.

**Remember**

**Adjectives**

There are three degrees of adjectives in English. These are positive, comparative and superlative degrees.

- We use the positive degree of an adjective when no comparison is seen, e.g. cold, small.
- The comparative degree of an adjective is used when two persons, things, places or groups are compared, e.g. smaller, colder, better etc.
- We use superlative degree when more than two persons, places, things or groups are compared, e.g. smallest, heaviest, best etc.
- Adjectives of one or two syllables often form their comparatives by adding '**er**' and superlatives by adding '**est**' to the positive form of adjectives, e.g.

| Positive | Comparative | Superlative |
|---|---|---|
| tall | taller | tallest |

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- When an adjective ends in '**e**', only '**r**' and '**st**' are added.

| Positive | Comparative | Superlative |
|---|---|---|
| fine | finer | finest |

- If an adjective ends in '**y**' it is preceded by a consonant. Change '**y**' into '**i**' before adding '**er**' or '**est**'.

| Positive | Comparative | Superlative |
|---|---|---|
| easy | easier | easiest |

- When a one-syllable word contains a short vowel and ends in a single consonant, double the last consonant before adding '**er**' or '**est**'.

| Positive | Comparative | Superlative |
|---|---|---|
| red | redder | reddest |

- The adjectives which follow these rules are called regular adjectives. Some adjectives do not follow these rules. They are called irregular adjectives.

| Positive | Comparative | Superlative |
|---|---|---|
| good | better | best |
| bad | worse | worst |

- Adjectives of more than two syllables often form the comparative and superlative by having '**more**' and '**most**' before the positive form.

| Positive | Comparative | Superlative |
|---|---|---|
| courageous | more courageous | most courageous |
| difficult | more difficult | most difficult |

- Absolute adjectives do not have comparative and superlative degrees, e.g. unique, perfect, round.

**Write the comparative and superlative degrees of the following adjectives.**

| | Degrees of Adjective | | |
|---|---|---|---|
| | Positive | Comparative | Superlative |
| 1. | great | | |
| 2. | small | | |
| 3. | rich | | |
| 4. | happy | | |
| 5. | beautiful | | |
| 6. | cherished | | |
| 7. | wealthy | | |
| 8. | poor | | |

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## D Writing Skills

**Remember**

**Paraphrasing**

Paraphrasing is the rewording and restating of text, i.e. prose or poem in one's own words. The paraphrase of a poem is always in prose form.

Follow the guidelines and techniques for paraphrasing a text-prose or poem.

- Read and re-read the lines until you understand the lines well and ensure that you understand the message.
- Change the vocabulary by choosing appropriate synonyms.
- Change the sentence structure and word order.
- Make sure that you do not change the writer's meaning.
- Make notes and use these notes to paraphrase. Do not look at the original source while paraphrasing.

**I. Paraphrase the first two stanzas of the poem 'Think Not All is Over'.**

**Begin with:** Harriet Beecher Stowe, the poetess, has implicit faith in God's love and ...

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# Review 3

## A Oral Communication Skills

**I. Make pairs of students and ask them to have a discussion on 'Eid Day'.**

## B Reading and Critical Thinking

**I. Read the following sentences and identify metaphor, simile and personification.**

1. He is as brave as a lion.
2. Her hair was as dark as night.
3. The cookies begged me to eat them.
4. Doing homework is like doing chores.
5. My tea was like hot lava.
6. I am a rock, strong and hard.
7. The camel is called the ship of the desert.
8. Experience is like a teacher.
9. She is a cuckoo.
10. The wind was moaning and flowers were tossing their heads.
11. Soldiers were like lions in the fight.
12. The sun is playing hide-and-seek with the clouds.

**II. Identify each statement as fact or opinion.**

1. Bats are nocturnal mammals. fact / opinion
2. I think it will rain today. fact / opinion
3. My school is the best school ever. fact / opinion
4. Snow is white. fact / opinion
5. Rainy days are boring. fact / opinion
6. Rain falls from the clouds. fact / opinion
7. A plane is faster than a car. fact / opinion
8. White is my favourite colour. fact / opinion
9. Brazil is located in the continent of South America. fact / opinion
10. Quaid-e-Azam (رَحْمَةُ اللهِ عَلَيْهِ) was the first Governor General of Pakistan. fact / opinion

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## III. Read the paragraph and answer the following questions.

Nepal is a mountainous, landlocked country in South Asia. Its capital is Kathmandu. It is situated in the lap of the Himalayas. It lies between India and China. Nepal is a small but very beautiful country. It is about 500 miles long and 100 miles wide. Nepal has an area of about 147181 square km and population of 29 million. The highest peak of the world, Mount Everest is also situated in this country. Nepal is rich in nature. It can be divided into three geographical regions. The Himalayas are covered with snow. There are hills and narrow villages in the central part of the country. Famous valleys like Kathmandu and Pokhara lie in this part. There are plains in the southern part, which is called the Terai region. The soil of this area is fertile. People are mainly farmers. They produce rice, wheat, maize and fruits. This region is known as the green belt of Nepal. It is very hot in summers. The Himalayas are extremely cold in winters. The country today is progressing in terms of industrialization.

1. Where is Nepal situated?
   (a) between Pakistan and India
   (b) between China and India
   (c) between China and Japan
   (d) between Russia and China
2. Where is Mount Everest situated?
   (a) Pakistan
   (b) India
   (c) China
   (d) Nepal
3. Which is the capital of Nepal?
   (a) Pokhara
   (b) Kathmandu
   (c) Delhi
   (d) Jakarta
4. What are the plains in the southern part called?
   (a) Terai region
   (b) Brjai region
   (c) Hawaii region
   (d) Pedia region
5. Into how many regions can Nepal be divided?
   (a) two
   (b) three
   (c) four
   (d) five

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## C Vocabulary & Grammar

**I. Choose the correct near homophone for each sentence.**

1. There were _____ cats on the wall. (to, two)
2. The _____ was looking for food. (bare, bear)
3. I went to _____ my friend. (sea, see)
4. They put _____ bags away. (their, there)
5. The _____ shone all day long. (son, sun)

**II. Write the comparative and superlative degrees of the following adjectives.**

| | Positive Degree | Comparative Degree | Superlative Degree |
|---|---|---|---|
| 1. | wise | | |
| 2. | young | | |
| 3. | old | | |
| 4. | dry | | |
| 5. | ugly | | |
| 6. | useful | | |
| 7. | difficult | | |

## D Writing Skills

**I. Complete each analogy using a word from the word box.**

weapon, white, pride, paint, carrots, dry, grey, calf

1. A broom is to sweep as a paintbrush is to _____.
2. A mountain is to tall as a desert is to _____.
3. A bowl is to a dish as a sword is to a _____.
4. A sheep is to a lamb as a cow is to a _____.
5. A lemon is to yellow as snow is to _____.
6. A flamingo is to pink as a rhino is to _____.
7. Salt is to pepper as peas are to _____.
8. A fish is to shoal as a lion is to _____.

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UNIT 10

# The Young Boy's Adventure

## Learning Outcomes

**After completing the unit, students will be able to:**

- Demonstrate attentive listening skills towards others and be sensitive to the rules of turn-taking and discourse.
- Ask and answer questions of personal relevance, information and variety of communicative purposes.
- Guess the meaning of the word and phrases in the text. Compare them with the dictionary meaning to understand the contextual meaning.
- Understand various abbreviations and acronyms used in a dictionary.
- Recognise and demonstrate function and use of would, need, could, night, shall, must, ought and dare.
- Write a formal letter/email (application, complaint, acceptance/rejection.

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(John Glenn with Nick Taylor)

# The Young Boy's Adventure

**Pre-reading** Did you ever undertake an adventure like this young boy?

I especially enjoyed being with my father, whom most people called Herschel (an English astronomer). He could turn very serious at times, — but most of the time, he was light-hearted. He joked a lot and made me laugh. It always pleased him when he saw that his son was curious about things. He always wanted to learn about new things himself, and would go out of his way to investigate them. Although the Glenn Plumbing Company grew into a successful business of which he was the owner, I think he recognized the limitations of his education. He wanted to gain me the curiosity and sense of unbounded possibility that could only come from learning.

**While-reading**

Who was the owner of Glenn Plumbing Company?

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I grew up being called Bud. The summer I turned eight, Dad took me along to Cambridge one day, when he went to check on a plumbing job. It was the time of year when wildflowers bloomed on the roadsides and in the farm fields cattle grazed. He checked in on the job, and as we drove past a grass-field airport outside of town, he spotted a plane there and we stopped.

**While-reading**

Why did the dad go to Cambridge (a city in England)?

We got out of the car to look. A man had an old open-cockpit biplane and he was taking people up. We were leaning against the car and watching him, and my dad said, "You want to go up, Bud?"

I almost died. Flying was a great adventure. Everybody knew about Charles Lindbergh's crossing the Atlantic ocean flight two years earlier. When Lindy came home, the papers had described all the events in the order in which they happened. Dad had read all about Lindy. What a glorious

and inspiring story! Dad also wanted to fly over Cambridge city on his way to Columbus.

Soon after that, we were on a farm outside of town when a silver plane flying west passed high overhead. I'd always imagined it was him. I probably was scared at the idea of going up, but there wasn't any doubt about it - I wanted to do it. I thought it would be the greatest thing that could ever happen. "Do you want to get on the plane!" I said.

"I sure do," Dad replied. "In fact, if you don't want to do it, I'm going anyway. So you better come unless you want to sit down here and watch."

We walked over to the plane. It was bigger than I had thought, with two cockpits, one in front of the other. Dad handed the guy some money. He climbed into the backseat, and the pilot helped me up after him. Dad was big, but the seat was wide enough for the two of us, and one strap fit across us both, I could barely see out. The pilot got in front and revved the engine. We bounced down the grass strip and then we were up in the air. The plane banked, and I could look straight down. We flew around Cambridge a couple of times. Dad kept trying to point things out to me, but I couldn't catch his words over the sound of the engine and the rushing air. We turned back and landed.

**While-reading**

What was the plane like?

When I got out of the plane, I was elated. I couldn't get the view of the sky out of my mind, and the feeling of being suspended without falling. We had gone so high, and everything on the ground looked so small, like the buildings and trees in a toy train set you'd see in a store window.

As we drove home, Dad asked me if I had liked the flight. I told him that I had. He said he had, too. He said he wanted to see what flying was like ever since he'd been in France in World War I and had seen biplanes dogfighting over the lines. I realized later that it wasn't simply fun for him. Flying was progressive, just the kind of thing he would have wanted to experience so he could speak with authority about what it felt like and, just as likely, what it meant. His eagerness to experiment was one of the most important lessons of my youth.

**While-reading**

Since how long had the dad wanted to see what it felt like to fly?

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**Post-reading**

What do you learn from the story of the young boy's adventure?

## Glossary

| Words | Meanings |
|---|---|
| light-hearted | not serious; cheerful |
| curious | wanting to know; eager to know |
| investigate | to try to find out the truth |
| curiosity | the desire to know about something |
| unbounded | without any limit |
| plumbing | the job of fitting and repairing pipes, water tanks etc. |
| spot (v) | to notice |
| cockpit | the part of the plane where the pilot sits |
| biplane | an old-fashioned type of airplane with two sets of wings |
| goggles | special glasses used when swimming and flying |
| transatlantic | of flight across the Atlantic Ocean |
| barely | only just |
| elated | extremely happy |
| suspended | attached to, and hanging from a high place |
| dogfight | to engage in a fight between armed aircraft |
| progressive | supporting new or modern ideas |

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## Exercise

### A Oral Communication Skills

**I. A dialogue between a teacher and students on attentive listening and taking turns.**

**Student 1:** Sir, why is listening important?

**Teacher:** Very important question, let me answer it. Really, listening is the most fundamental component of communication skills. The more we listen, the more we understand. Active listening involves giving the other person time to explore their thoughts and feelings. I will tell you further benefits of active listening.

As you cultivate the habit of listening with full attention, you invite people to open up. They also realise that you care enough about them to listen attentively.

**Student 2:** Sorry for interrupting, but I want to know the direct benefits of active listening.

**Teacher:** Very smart boy! We get great benefits like lifelong friendships and helping others in difficult times, when we listen actively.

**Student 3:** Dear sir, how much time will it take to become a good listener?

**Teacher:** The ability to be a good listener takes time and you need to develop it with regular efforts over time. But as you gradually get better and better at listening, an evident benefit is that you develop patience.

**Student 4:** What does a speaker think about a good listener?

**Teacher:** Once you present yourself as a patient listener, people feel more naturally inclined to communicate with you. Furthermore, your good listening habits will improve your competency and knowledge.

**Student 1:** Dear sir, what are the major disadvantages of being indifferent listeners?

**Teacher:** Indifferent listening could be very damaging to business; it may create misunderstandings and mistakes.

**Student 3:** Sir, what is taking turns?

**Teacher:** When one person speaks and the other person listens, it is taking turns. Along with an active listening habit, this is also an important skill for people to develop.

If a person does not take turns during a talk, he may interrupt the other person who is speaking. This will lead him to trouble in building a friendship in every sphere of life.

**Student 1:** Dear sir, how can a person get rid of the bad habit of interrupting?

**Teacher:** Basically, it is the parents and teachers who teach the children the lesson of taking turns while playing. For example, the parents might say, "First you can have a turn with a toy". "Now it is his/her turn to play with the toy."

**Students:** Superb! We have fully understood the meanings of active listening and taking turns. This will change our social habits. Thank you so much, dear sir.

**Teacher:** You are welcome, students.

**Teacher's Note**

Make pairs of the students and ask them to perform role-play of the above dialogue with correct pronunciation.

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## B Reading and Critical Thinking

**I. Answer the following questions:**

1. Describe the character of the father.
2. What is a "biplane"?
3. What do you know about Charles Lindbergh?
4. What does the boy want to do?
5. Why couldn't the boy catch the dad's words?
6. Describe the feelings of the boy while he was in the plane.
7. What did the father ask the boy when they drove home?
8. What do you mean by dogfighting? Look up the meaning in a dictionary.
9. State the most important lesson of the boy's youth.

**II. Guess the meanings of the words below and then compare them with their dictionary meaning.**

| Words | Meanings |
|---|---|
| curious | |
| curiosity | |
| plumbing | |
| cockpit | |
| biplane | |
| transatlantic | |
| dogfight | |
| elate | |
| adventure | |

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## C Vocabulary & Grammar

**Remember**

### Modal Verbs

A modal verb is a type of auxiliary (helping) verb that is used to express: **ability**, **advice**, **request**, **possibility**, **permission** or **obligation**. They are used together with the main verb of the sentence. Modal verbs are **would**, **need**, **could**, **might**, **shall**, **must**, **ought** and **dare**.

**Would:** We use '**would**' to say that something happened often or regularly in the past.
- On summer evenings they would sit out in the garden.
- We would often have coffee together in winter.
- My father would take a nap daily.

**Need not:** We use '**need**' to express that something is/was not necessary.
- You needn't sit in the sun.
- You need not go there.
- Need we leave so soon?

**Could:** We use '**could**' as the past tense of '**can**'. We also use "could" to suggest something.
- I could not hear what they were saying yesterday.
- You could always try his home number.

**Might:** We use '**might**' as the past tense of '**may**'. We also use it when showing that something is or was possible.
- He said he might come tomorrow.
- He might get there in time, but I can't be sure.

**Shall:** We use '**shall**' with I and we for talking about the future. We also use '**shall**' in questions with I and we for making offers or suggestions or asking advice.
- We shall go to England in March.
- Shall I send you the ice cream?

**Must:** We use '**must**' to say that something is very important.
- You must go to the bank and get some money.
- You must not say things like that.

**Ought to:** We use '**ought to**' to say what is the right thing to do.
- They ought to apologise.
- Such things ought not to be allowed.

**Dare:** We use '**dare**' to say that someone is brave enough to do something. We also use '**dare**' to persuade somebody to do something dangerous and difficult.
- She said it as loudly as she dared.
- So jump, then. I dare you.

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### I. Complete the sentence with suitable modal verb.

1. My father _____ drink tea daily at night. would / dare
2. You _____ to buy a big bag. could / need

3. I _____ row the boat, but I did not. could / can

4. She said that he _____ wait for her. may / might

5. We _____ go there tomorrow. need / shall

6. You _____ stay long there. need not / shall

7. You _____ brush your teeth daily. might / must

8. He _____ quit smoking. ought to / dare

9. He did not _____ call me. dare to / shall

**Remember**

**Abbreviation and Acronym**

Is there a difference between an acronym and an abbreviation? The answer to this question is as follows.

An **abbreviation** is a short form of a word. For example:

**Dr.** is the abbreviation of Doctor.

**WHO** is the abbreviation of 'World Health Organisation'

An **acronym** is a word formed from the first letters of the words that make up the name of something. For example:

**NATO** is an acronym for the North Atlantic Treaty Organization because we pronounce it as one word.

## II. Learn the following abbreviations and acronyms.

| Abbreviations | |
|---|---|
| **adj.** | adjective, adjectival |
| **adj. phrase**<br>**adjs.** | adjectival phrase<br>adjectives |
| **adv.** | adverb, adverbial |
| **Dec.** | December |
| **Dept.** | department |
| **Govt.** | government |
| **Gr.**<br>**Mon.** | grammar<br>Monday |
| **Dr** | Doctor |

| Acronyms | |
|---|---|
| **CAP** | Community Access Point |
| **NASA** | National Aeronautics and Space Administration |
| **ADA** | American Dental Association |
| **PARCO** | Pak-Arab Oil Refinery Company |
| **CED** | Central Excise Duty |
| **NAB** | National Accountability Bureau |
| **OPEC** | Organization of Petroleum Exporting Countries |
| **WASA** | Water and Sanitation Authority |

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## D Writing Skills

**I. Read the sample letter below and write a letter to your friend asking him to join as a manager in your company. Give him two reasons as to why he would be a suitable candidate.**

Mr Saleem

Director HR
Textbook Publishers
Lahore.

Dear Mr Saleem

It is with great enthusiasm I am writing to confirm my acceptance to your job offer. I would be glad to join your company as a writer. I have been writing on multiple topics but was unable to present my ideology and experience to the public at large. By joining your company, my dream of becoming famous as a writer will come true. Furthermore, I feel confident that I can make a significant contribution to the good name of the company. I am also very grateful for the opportunity you have given me and the trust you bestowed upon me.

As it has been decided over the telephone, I will report my joining at 9.00 am on Monday 10th, April 2022 with the starting salary of Rs. 80,000 per month and other fringe benefits mentioned in the appointment letter.

Again I thank you for the trust that you have put in me. I look forward to a long and productive career as a writer.

Cordially
Naeem Mansoor

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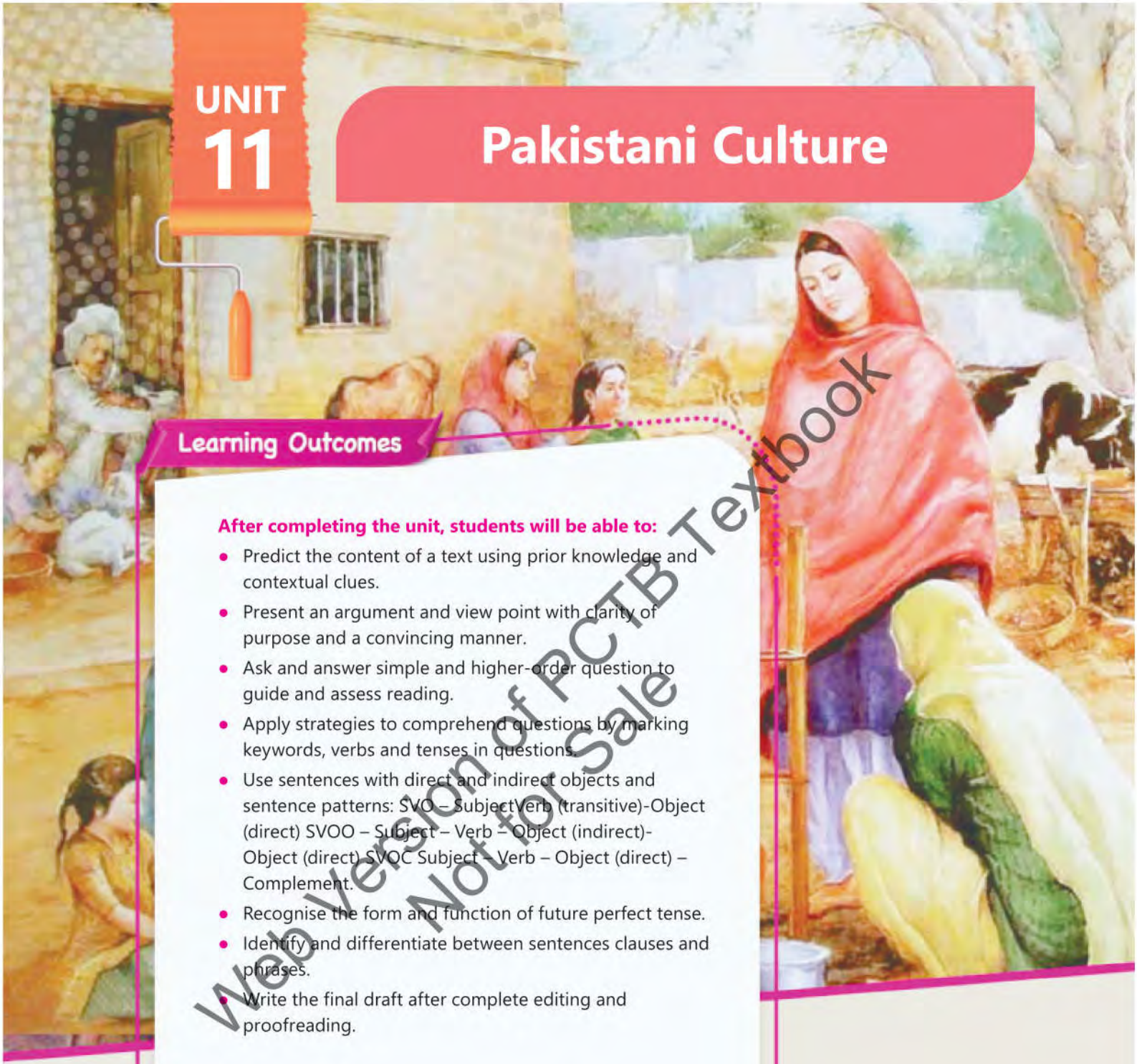

# UNIT 11

# Pakistani Culture

## Learning Outcomes

**After completing the unit, students will be able to:**

- Predict the content of a text using prior knowledge and contextual clues.
- Present an argument and view point with clarity of purpose and a convincing manner.
- Ask and answer simple and higher-order question to guide and assess reading.
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in questions.
- Use sentences with direct and indirect objects and sentence patterns: SVO – SubjectVerb (transitive)-Object (direct) SVOO – Subject – Verb – Object (indirect)-Object (direct) SVOC Subject – Verb – Object (direct) – Complement.
- Recognise the form and function of future perfect tense.
- Identify and differentiate between sentences clauses and phrases.
- Write the final draft after complete editing and proofreading.

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# Pakistani Culture

**Pre-reading**

- When you listen to the word "culture," what comes in your mind?
- What are the different cultures we find in Pakistan?

Culture consists of the way of life, language, ideas, beliefs, customs, codes, institutions, tools, techniques, works of arts, ceremonies of a particular country. According to Allama Iqbal (رَحْمَةُ اللهِ عَلَيْهِ): "Culture encompasses all the mental, spiritual and physical activities of a nation. It includes the basic beliefs and faith, values and literature, art and architecture, music and mode of dress, manners and customs prevalent in a given society."

Pakistan is an ideological Islamic State. Its very existence is due to Islam, so Pakistani culture is primarily based on the Islamic way of life. All ingredients of our culture are inspired by Islam. For example, Muslims eat halal food. Pakistani culture is highlighted by its grandeur yet simplicity, firm convictions, noble deeds and ideas. If we study the cultures of Pakistan, there are four different types of cultures present at the provincial level. They are different from each other in some respects and similar in some ways.

## Punjab

Punjabi people are very warm-hearted and fun loving. They are a heterogeneous group comprising of different tribes, clans, communities and are known to celebrate each and every tradition of their culture. Punjabi is the provincial language of Punjab. The Punjabi language is spoken as a first language by 44% of Pakistanis. Urdu too is commonly spoken in this region.

**While-reading**

What is the provincial language of Punjab?

## Dresses

The costumes of Punjab are an indication of the bright and vibrant culture and lifestyle of the people. Punjab is well known for the use of *phulkari* (embroidery) in its costumes. In most villages of Punjab men wear *pagri* (turban), *dhoti/lacha* (a silken lungi like dress), *kurta* (long shirt), *khussas* (kind of shoes). Women wear *ghararas* (wide legged pants), or *chooridar pajamas* (pleated trousers) or colourful *shalwar kameezes*, *parandas* (ribbons worn in the hair), *choli/duppatas* (short sleeved blouse/ scarf), *khussas*, *kola puri chappals* (kind of shoes) or *tillay walay* shoes. In urban areas of Punjab, men and women follow the latest trends and fashion; generally they wear different styles of shalwar kameezes and pants/shirts.

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## Cuisine

Most Punjabi food is eaten with either rice or *roti* (flat bread). There are some dishes that are exclusive to Punjab such as *parathas* (oily flat bread), *makai ki roti* (maize bread), *sarson ka saag* (leafy vegetable), and in cities *choley* (gram), *haleem* (dish prepare with meat and pulses), *biryani* (rice) and other spicy dishes. In beverages, tea is consumed in all seasons and as a custom most Punjabis serve tea and soft drinks to their guests. Punjabis are also fond of *zarda* (sweet rice), *gulab-jamuns* (local sweet), *kheer* (local dessert), *jalaibi* (local sweet), *samosay*, *pakorey* (spicy patties), etc. During summers people drink *lassi* (whey), *doodh-soda* (milk with soda), *aloo bokharey ka sharbat* (plum drink), lemonade, etc.

## Sports

Punjabi people have a major interest in sports. They are fond of *kabaddi* and wrestling. Other games played in the Punjab region include *gilli-danda* (game of tipcat), *kho-kho*, *yassu-panju*, *pitho-garam*, *baraf-panni* (local children games), *ludo*, *chuppan-chupai* (hide & seek), *kanchy* (marbles). Some major sports include cricket, boxing, horse-racing, polo, hockey and football.

**While-reading**

Which sports are the people of Punjab fond of?

## Cultural Festivals

There are numerous festivals which are celebrated by Punjabis including some religious festivals such as *Eid-Milad-Un-Nabi*, and *urs* (devotional fairs), which are held at the shrines of sufi saints. *Melas* and *nomaish* (exhibitions) are also popular.

## Dance and Music

*Bhangra* (folk dance) is the most commonly known Punjabi music genre and dance style. Punjabis passionately love folk songs and *qawalis* (sufi music). Other forms of dance in Punjab are: *luddi*, *dhamal*, *sammi*, *kikli*, *gatka*, *giddha* and *dandiya* (local dances).

## Customs and Rituals

Some of the customs followed in Punjab have no foundation in Islam. However, Punjabi weddings have adopted those ceremonies and traditions like *dholki* (drum beating) *mayun*, *ubtan*, *mehendi*, *barat* from the Hindu marriage culture. Wedding in Pakistan generally last for three days including *Henna* (with songs and dance), *Barat* (the girl's departure to her husband's home) and *Walima* (the girl's family is welcome by the boy's family).

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## Literature

Punjab is very rich in literature. Sufi literature is very popu lar. Punjabi poetry is renowned for its deep meaning, beautiful and hopeful insight. Some famous poets of Punjab are Sultan Bahu (رَحْمَةُ اللهِ عَلَيْهِ), Mian Muhammad Bakhsh (رَحْمَةُ اللهِ عَلَيْهِ), Baba Farid (رَحْمَةُ اللهِ عَلَيْهِ), Shah Hussain (رَحْمَةُ اللهِ عَلَيْهِ), Anwar Masood, etc. Waris Shah (رَحْمَةُ اللهِ عَلَيْهِ), whose contribution to Punjabi literature is best-known for his seminal work "Heer Ranjha". He is known as the Sh akespeare of Punjab. Bulleh Shah (رَحْمَةُ اللهِ عَلَيْهِ) was a Punjabi Sufi poet, a humanist and a philosopher. Some popular folk tales of Punjab include Sassi-Punnu, Sohni Mahiwal, etc. that have passed down to us through generations.

## Balochistan

Though Balochistan is an area of barren lands, deserts and mountains, the Baloch culture is full of traditions, arts and crafts. Balochi embroidery is one of their most popular craft. Balochistan is also known for its tribes and festivals. Another distinct feature of Baloch culture is their storytelling tradition. Poets and story tellers are highly respected in their culture. People belonging to Baloch tribes speak the Balochi language.

## Dressing

Like all the other provinces of Pakistan, the national dress shalwar kameez are worn with distinct additions and modifications. Turban is the common headwear of Baloch men and a wide loose shalwar along with knee-long shirts. Females dress consists of a shirt with a big pocket and embroidery with embedded round mirror work in front. A big dupatta/chaddar is taken to cover the head and shoulders.

## Festivals

Both religious and social festivals are celebrated by Baloch people. The religious festivals are the same as across the country like Eid-ul-Azha and Eid-ul-Fitar. Baloch culture is full of many social festivals like the Sibi festival which has folk music performance, cultural dances, handicrafts stalls, cattle shows and a number of other entertaining activities showing the colourful side of Baloch people.

## Music

Baloch culture is rich in folk music dances and songs. Famous wedding songs of Baloch culture are Nazenk and Salonk. The instruments used are mainly a flute, locally called Nal and also Tamboora and Soroz.

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### Food

Men and women eat meals separately. Wheat, millet and rice are part of the Baloch meals. Meat is also an important part; "Sajji" is their most well-known dish.

### Sports

Popular games include like wrestling, horse racing, shooting and hunting among the wealthier people of the tribes. Card games are also popular among groups.

## Sindh

Sindh is one of the four provinces in Pakistan located at the Southern border. The province of Sindh has been named after the famous River Indus. In Sanskrit, the province was dubbed Sindhu meaning an ocean.

### Language and Literature

Sindhi is an ancient and beautiful language rich in folklore and poetry. The greatest poet in Sindhi is Shah Abdul Latif of Bhit, known for his collection of poems Risalo. He was followed by another poet, also a Sufi saint, Abdul Wahhab Sachal Sarmast, who enriched the tradition of religious songs.

### Lifestyle

People of Sindh are more inclined towards an agricultural based lifestyle. The fertile Indus Plains provide a valuable source of income for local people who practise farming on these lands. Inland fishing is also practised along the Indus River in Upper Sind providing further opportunities for local people. An itinerant lifestyle is commonly seen in the desertic regions of Thal. *Pallo Machi* (fish), *Palli* (leafy green), *Bhee* (lotus root), *phulka* (wheat-based flat-bread) and rice accompanied by two dishes, one gravy and one dry with curd or pickle are the traditional dishes of Sindhi people.

## Khyber Pakhtunkhwa

Most Pashtun are sedentary farmers, combining cultivation with animal husbandry. Some are migratory herders and caravaners. Many Pashtun serve in the military. Smaller numbers hold political posts.

There were 25 million Pashtun in Pakistan in the early 21st century. They comprise of about 60 tribes of varying size and importance, each of which occupies a particular territory. In Pakistan

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the Pashtun predominate north of Quetta between the Sulaiman Range and the Indus River.

## Food

Some of the most famous dishes include *tikkah* (slice of meat), *suji ka halwa* (semolina pudding), *kehwa* (green or black tea), *chapali kabab* (a type of kebab of oval shape), *kabali palao* (dish of rice and meat), special long *naans* (long flat bread). And many more

## Poetry

Pathans are very famous for their poetry. They are very passionate and patriotic which is obvious from their poetry. Some of the famous poets include Amir Kror Srui, Khushal Khan Khattak, Rahman Baba and many others.

**While-reading**

What are Pathan famous for ?

## Clothing

Pashtun men usually wear a Partoog-korteh in Pashto (Salwar Kameez in Urdu) with a *pakul* (Pashtun hat). In the Kandahar region young men usually wear different type of hats similar to a *topi* (cap) and in the Peshawar region they wear white *kufis* (brimless caps) instead. Leaders or tribal chiefs sometimes wear a *karakul hat*, like Hamid Karzai. Women and girls wear traditional long dresses with a light piece of cloth used to cover their hair. They also wear beautiful handmade jewellery and beautiful frocks.

## Sports

Some Pashtuns participate in buzkashi, which was a sport introduced in the region during the

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Mughal era.. The word "buz" means "goat" and "kasha" means "dragging" or "pulling". Not a team sport, it is every man for himself and that becomes apparent as soon as the game starts. Although buskashi is primarily an individual sport, alliances are built up between various players. Between the alliances, the strongest players finally take control. This is very similar to polo. Football and cricket are other sports played by Pathans of Khyber Pakhtunkhwa.

**Post-reading** What main idea do you get after reading this lesson?

## Glossary

| Words | Meanings |
|---|---|
| custom | something that is done by people in a particular society because it is traditional |
| ceremony | a public or religious occasion that includes a series of formal or traditional actions |
| spiritual | connected with the human spirit, rather than the body or physical things |
| ingredient | one of the things from which something is made, especially one of the foods that are used together to make a particular dish |
| conviction | a strong opinion or belief |
| aspect | a particular part or feature of a situation, an idea, a problem, etc. |
| heterogeneous | consisting of many different kinds of people or things |
| exclusive | only to be used by one particular person or group |
| shrine | a place where people come to pay homage because it is connected with a holy person or event |
| passionately | in a way that shows strong feelings of love or of anger, etc. |

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# Exercise

## A Oral Communication Skills

**I. Read and practise the dialogue below.**

**Rabia:** Hello Fiza ! How are you?

**Fiza:** Fine and you?

**Rabia:** I'm also good. Did you enjoy yesterday's function in school?

**Fiza:** Yes, what about you?

**Rabia:** I couldn't. I missed it.

**Fiza:** Really! But why? Didn't you know about the function?

**Rabia:** I was ill.

**Fiza:** We enjoyed the function very much. There were lots of amusing programmes.

**Rabia:** Oh! How sad I missed it. Can you tell something about it?

**Fiza:** Surely. Kabir sang a national song. Maria recited excellent poems.

**Rabia:** Oh! What else?

**Fiza:** There was a short play which was fantastic.

**Rabia:** Fiza, I cannot bear this anymore. Oh! Why did I miss out!

**Fiza:** I really mean what I'm saying. Almost all the performers did very well.

**Rabia:** Didn't you perform anything?

**Fiza:** Yes. I participated in the chorus of our national anthem. I enjoyed it.

**Rabia:** I feel like killing myself for missing the cultural function.

**Fiza:** Don't be crazy. Next time you can participate and enjoy. I'm in a hurry now. See you.

**Rabia:** Thank you for filling me in.

**Fiza:** Welcome.

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## B Reading and Critical Thinking

**I. Answer the following questions:**

1. Define culture.
2. Which way of life is Pakistani culture primarily based on?
3. Why is Punjabi poetry renowned? Also, name some famous Punjabi poets.
4. Describe Balochi festivals. (You may research for this.)

5. What type of lifestyle do the people of interior Sindh have? (You may research for this.)
6. Write down some famous dishes in Khyber Pakhtunkhwa. Have you tried them?

**II. Guess the meanings of the words below and then compare them with the dictionary meaning.**

| Words | Meanings |
|---|---|
| encompass | |
| inspired | |
| deeds | |
| clans | |
| costumes | |
| urban | |
| cuisine | |

## C Vocabulary & Grammar

**Remember**

**Sentence Pattern**

A sentence structure is how all the parts of a sentence fit together. Below we explain the rules for some types of sentence structures.

(1) SVO:

| Subject | Verb | Object |
|---|---|---|
| I | opened | the door. |

Note: In this structure a verb must be transitive, means a verb must have an object. Here the object is a direct object.

(2) SVOO:

| Subject | Verb | Indirect Object | Direct Object |
|---|---|---|---|
| She | bought | Noreen | a book. |

Note: A direct object is the object which the verb is acting on. For example, "a book" in this sentence is a direct object. An indirect object is the recipient of the direct object. For example, in the above sentence "Noreen" is the indirect object.

(3) SVOC:

| Subject | Verb | Object | Complement |
|---|---|---|---|
| He | left | the door | open. |
| Exercise | keeps | you | fit. |

Note: A word or phrase, especially a noun, an adjective or an adverb, that is used after a linking verb or a main verb is called a complement.

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**I. Identify the underlined words as subject, verb, direct object, indirect object or complement.**

1. The students learnt <u>the lesson.</u> _____
2. They <u>won</u> the match. _____
3. <u>We</u> turned the pages. _____
4. My brother gave <u>me</u> a pen. _____
5. She told me <u>a story</u>. _____
6. She is <u>happy</u>. _____
7. He ate the chocolate <u>greedily.</u> _____
8. I <u>am</u> healthy. _____

**II. Write five sentences, following the s + v + o order.**

_____

_____

_____

_____

_____

**Remember**

**Direct and Indirect Object**

There are two types of objects:

1. Direct object 2. Indirect object

Examples:

1. Azhar gave a present. → Direct object
2. Azhar gave me a present. → Indirect object

In the first sentence pattern is:

subject + verb + direct object

In the second sentence the sentence pattern is:

subject + verb + indirect object + direct object

**Note**

Please note that to find out which is the indirect object in a sentence, we can put "to" or "for" before the first object and move it to the final position, e.g.

- My mother bought me shoes.
- My mother bought shoes for me.
- Thus, the word "me" in the sentence is an indirect object.

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## III. Write six sentences using the s + v + direct object + indirect object.

**Example:** She sent a message to me.

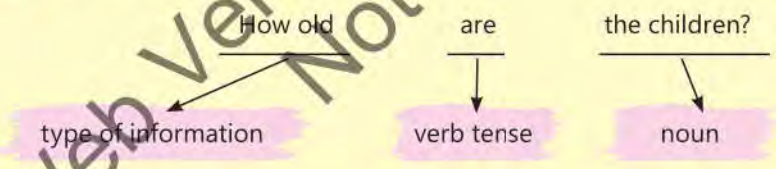
**Remember**

**Finding & Marking Keywords in Comprehension Questions**

In order to answer the questions, you will first need to read each question carefully to find important keywords. Mark the keywords to understand the questions efficiently.

- Keywords you underline are usually nouns, pronouns and verbs.
- Do not underline articles (a, an, the) and prepositions. Underline adjectives and adverbs if necessary.
- Underline the stem words such as which who, when, where to identify the focus of the question.
- Below the underlined verb, write the name of the tense, so that you may use the tense in the answer accordingly.

Example: Summarising all the above points.

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## IV. Underline keywords in the following questions:

1. What did Margie write in her diary?
2. What things about the book did she find strange?
3. Where was Margie's school?
4. What subjects did Margie and Tommy take?
5. Why did they take online classes?
6. How will future education be different from the present scenario of education?

**Remember**

**Future Perfect Tense**

Future perfect tense is used to talk about what will have been completed by a particular time in the future

**Structure:** Subject + will have/shall have + past participle
Example: They will have heard the news.

**Structure:** Subject + will not have/shall not have + past participle (**negative**)
Example: They will not have heard the news.

**Structure:** Will/Shall + Subject + have + past participle (**interrogative**)
Example: Will they have heard the news?

## V. Tick the correct option.

1. The farmer will **have/has** ploughed the field.
2. They will **won/win** the match.
3. You **will/shall** have arrived by then.
4. The boy **will/shall** have spent the money.
5. They will **has/have** completed their homework.
6. We shall **has/have** crossed the channel.
7. You **shall/will** have watched the documentary.
8. She will **has/have** made a decision by them.
9. I **shall/will** have reached the office.
10. He will have **received/receive** my gift.

## VI. Change the sentences to future perfect tense.

1. They have built a grand house.
2. We had learnt many new things.
3. He has moved into his new house.
4. They restored the power supply.
5. She will paint the picture.
6. They repaired the road.
7. We have come back from the study tour.
8. You have locked the door.
9. I will have inform them.
10. We shall have win the match.

**Teacher's Note**

Guide the students in understanding future perfect tense with more examples.

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**Remember**

## Phrases, Clauses, Sentences

### Phrases

A phrase is two or more related words that do not contain a subject or a verb. The subject-verb pair is necessary to form a sentence, e.g. 'after lunch', 'walking down the stairs', 'as straight as an arrow' are phrases.

### Clauses

A clause is a group of words that contains a subject and a verb that shows the action or state of the subject, e.g. I read a story. They came.

There are two kinds of clauses: independent and dependent.

- An independent clause can stand alone as a sentence, e.g. I read the poem.
- A dependent clause cannot stand alone as a sentence. It is dependent on an independent clause. e.g.

| After I finished it, | I read it again |
|---|---|
| dependent clause | independent clause |
| Sentence | |

### Sentences

A sentence is a group of words that are put together to convey a complete idea.

- A sentence consists of one or more clauses.
- He wrote a poem. (one independent clause)
- He wrote a poem and I read it. (two independent clauses)
- He wrote a poem which is in English. (one independent and one dependent clause).

Note: Dependent clauses alone do not make a complete sentence.

## VII. Write whether the groups are phrases or clauses.

**Example:** He asked me a question. (clause)

1. We could not open the door
2. knocking at the door
3. She put the geometry box on the table
4. While looking out of the window
5. I don't know what to do
6. for half an hour
7. Put it here
8. very soon this evening
9. You have no legal right to claim it
10. I saw a passenger with a heavy bag
11. not ready
12. to save the drowning boy

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**Remember**

**Dependent Clauses**

Dependent clauses are also called subordinate clauses. They usually begin with words such as which, that, who, when, if, before, after, because, unless etc.

## VIII. Underline the dependent clauses in the following sentences.

1. We saw a teacher who appeared on screen.
2. Look at the picture below the text.
3. Call us when you need help.
4. You will be lucky if you win this award.
5. We thanked the host before we left.
6. This is the poem that I have to learn by heart.
7. Look before you leap.
8. We shall go home when the game is over.

# D Writing Skills

**Remember**

**Editing and Proofreading**

- You should review your piece of writing at least twice.
- The first time you should revise or edit it for idea and content. Ask yourself if you have included everything that was required. Delete any unnecessary or irrelevant details. Also, look at how ideas are connected and organized.

**Note**

Do not worry about misspelled words and other errors now.

- The second time you should revise or proofread it for form. When you proofread for form, focus on the way the writing looks on the page, the grammar, spelling and punctuation.

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## I. Study the model for editing.

Egyptian p/ Peasants build the pyramids. They faced a hard job. First, they had to cut the stones with saws. Then they had to drag the heavy blocks to the pyramids and ~~they had to~~ shove them in place. Each block weighed more than 2 tons. They also had to push the blocks up brick ramps to get them to the top of the pyramid. As they worked higher and higher, they had to build longer ramps. ~~and pull them up. Robbers broke into most pyramids to steal the treasures.~~

**II. Edit and proofread the paragraph below. Then rewrite the paragraph after corrections.**

This is about Wajid. is a new students in my English. There many classes at the english language centre. he generally enjoys life in the city. he has a good opinion of the university. He does not like his dormitory though. He is 18 years old. He is from a small town in the north. He studying business administration, English and accounting. In this free time, he plays football.

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UNIT
12

# Role of the Media

## Learning Outcomes

**After completing the unit, students will be able to:**

- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Ask and answer simple and higher order questions to guide/assess reading, e.g. Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?
- Recognise and rectify faulty punctuation on given pages and in your own work.
- Guess the meanings of the words and phrases in the text. Compare with the dictionary meanings to understand the contextual meaning.
- Use dictionary/thesaurus to identify correct spellings.

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# Role of the Media

**Pre-reading**

- Do you like watching TV?
- Which TV programme do you like the most?

Media is known as the fourth pillar of democracy. It plays an important role in shaping public opinion. Media is considered as the mirror of modern society. Today, in this ultramodern world, the role of media has increased immensely.

Print media has created awareness among people regarding their rights and duties. We can update ourselves just by going through the morning newspaper, getting all kinds of news from all over the world. Newspapers are the best way of educating people politically and socially. The public read about current events, interpret them and learn to intelligently participate in the political, social and economic affairs of the country.

Newspapers also reflect public opinion formed through letters to the editor which are usually published on a separate page. Moreover, print media provides great incentive to business through a large number of advertisements on a variety of issues such as houses on sale, shops, electronic goods, stationery, stores, glassware, crockery shops, etc. Matrimonial advertisements, job opportunities, obituaries are also advertised through the print media as well.

Nowadays, electronic media has emerged as a very popular means of social interaction and propagation along with print media. The birth of electronic media took place with the invention of the radio. It further spread through television, laptops, computers via internet and now it is in every hand in the form of mobile phones. Electronic media has a very powerful and motivating effect on society. The various news channels keep citizens updated. Quite a number of kids channels have come up to cater to children.

**While-reading**

Which is a very popular form of the media?

Social media as a computer-based technology originated as a way to interact with friends and family but was later adopted by businesses who wanted to take advantage of this popular and new communication method to reach out to customers. Social media networks like Facebook, YouTube, Twitter and Instagram have brought a revolution in terms of information and knowledge. Even governments and politicians utilize social media to engage with constituents and voters. Some people

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use social media applications for career opportunities and sharing their thoughts, feelings, insights and emotions. It gives us the ability to discover what is happening in the real-world.

**While-reading**

How do governments and politicians utilize media?

These days, the internet is gaining a huge momentum in terms of its role in media. There are many social media channels running through the internet which have increased the level of democratic awareness of people of all age groups.

There is a dark side to media too. Sometimes they lower the moral tone and publish substandard material to increase their readership and ratings. At times newspapers try to ally themselves to a particular ideology or a party instead of maintaining their impartiality and indulge in mudslinging or even communal propaganda. These thoughtless means for easy money provides temporary financial benefits to a handful of people but prove extremely disastrous in the end for society at large. It is the responsibility of those working in media to use this platform carefully and wisely.

If the broadcasters don't look closely at what they are airing on TV or social media, it could have a bad influence on children and teenagers. In short, media should be aimed for human improvement. It should respect the privacy of others and avoid sharing personal information that may be harmful. In this way, media may bring about a great revolution in every field of life.

**Post-reading**

- How is media influencing our daily life?
- Which is the most widely used form of media?

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## Glossary

| Words | Meanings |
|---|---|
| communication | exchange of information, thoughts and feelings |
| interaction | conversation or exchange between people |
| broadcaster | a person whose job is presenting or talking on television or radio programmes |
| propagation | the act of spreading ideas, beliefs or information |
| influence (v) | to affect |
| motivating | inspiring, to provide a good reason to do something |
| momentum | the ability to keep increasing or developing |

| Words | Meanings |
|---|---|
| defamation | the act of damaging somebody's reputation by saying or writing bad or false things about them |
| revolution | an attempt, by a large number of people, to change the government of a country |
| constituent | someone who is allowed to vote for an area |
| mudslinging | the act of criticizing somebody and accusing them of something in order to damage their reputation |
| propaganda | ideas or statements that may be false or present only one side of an argument that are used in order to gain support for a political leader, party, etc. |

## Exercise

### A Oral Communication Skills

**I. Read and practise the dialogue below.**

**Doctor:** How can I help you?

**Attendant:** Doctor, my father has been diagnosed with an unusual growth of cells in the colon, which other doctors so far have confirmed as a state of cancer.

**Doctor:** What tests have you conducted?

**Attendant:** On the recommendation of doctors in Lahore, we did blood tests, a CT scan and a biopsy. We have taken three views on the reports and all have opined colorectal cancer. Here are the reports.

**Doctor:** Yes, this seems cancerous. We need to admit him today and get a few more tests done. Then let's meet tomorrow morning when you have the reports of these tests.

**Attendant:** Okay. Thank you.

(The doctor formulates his observations on his letterhead and gives it over to the attendant. He then gets the patient tested and visits the doctor again the next morning with the new reports in hand.)

**Doctor:** The cancer is just one stage before it will expand to other parts. In this case, the best course of action is a quick surgery to extract the affected part accompanied by radiation therapy. We can perform the operation in a

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couple of days. Consequently, we will keep the patient under observation for 4-5 days. Radiation therapy has become pretty normal and therefore you can get it done in any tier-2 city, which will not only be useful to you but also decrease your cost.

**Attendant:** For how long will the patient have to go through radiation therapy?

**Doctor:** The patient has to take one dose every two weeks for three months. You are required to visit the hospital only on the days of therapy. Once radiation therapy is done, you should discuss with an oncologist every three months in the beginning and every year later on to check for continual remission of cancerous cells.

**Attendant:** Okay! I've heard radiation therapy has side effects.

**Doctor:** Yes, radiation therapy has side effects. It can lead to hair loss, nausea, and loss of appetite.

**Attendant:** Thank you, doctor. We will admit our patient today.

## B Reading and Critical Thinking

**I. Answer the following questions:**

1. Which pillar is considered as the fourth pillar of democracy?
2. What is the best way to educate people politically and socially?
3. Which media has emerged as a popular means of social interaction and propagation?
4. What is the dark side of media?
5. Define the negative role of media.
6. What should media be aimed for?

**II. Punctuate the following paragraph. (For rules of punctuation see page 60)**

Waseem is one of the laziest boys i know he is tall and slim with black hair and he always wears a t-shirt and black jeans his jeans have holes in them and his cricket books are scruffy too he usually sits at the back of the class and he often seems to be asleep however when the exam results are given out he always gets "As", I don't think he is as lazy as he appears to be.

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III. **Guess the meanings of the words below and then compare them with their dictionary meaning.**

| Words | Meanings |
|---|---|
| mirror | |
| ultra | |
| interpret | |
| motivating | |
| momentum | |
| impartiality | |
| communal | |

## C Vocabulary & Grammar

I. **Change compound nouns to their plural form.**

Example: babysitter _____ babysitters, firefly _____ fireflies

| | | | |
|---|---|---|---|
| toothbrush | _____ | footprint | _____ |
| headmaster | _____ | earring | _____ |
| armchair | _____ | workshop | _____ |
| butterfly | _____ | eggplant | _____ |
| crybaby | _____ | blackboard | _____ |

II. **Circle the word with correct spelling.**

| | |
|---|---|
| notbook / notebook | finaly / finally |
| goverment / government | pattern / pattren |
| chocolate / choclate | puzzel / puzzle |
| acter / actor | interesting / intresting |
| stopping / stoping | happily / happyly |

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**Remember**

**Pronouns**

- **Personal** pronouns take the place of the names of people and things, e.g. **I**, **him**, **they**, **you**, **them**, **he**, **she**, **it**.
- **Demonstrative** pronouns are used to point out the objects which they refer to, e.g. **this**, **that**, **these**, **those**.
- **Interrogative** pronouns are used to ask questions, e.g. **which**, **who**, **whom**
- **Reciprocal** pronouns such as '**each other**' and '**one another**' are used when you are referring to a two-way relationship.
- **Indefinite** pronouns refer to people or things without saying exactly who or what they are, e.g. **anything**, **something**, **some**, **everybody**, **someone**, **somebody**, **anybody**.

## III. Fill in the blanks using pronouns.

1. _____ is in my house. (He/She)
2. To _____ are you giving this gift? (who/whom)
3. _____ of these would you like to buy? (What/Which)
4. He liked _____ I bought for him. (everything/each thing)
5. Tahir and Mona are talking to _____. (themselves/each other)
6. _____ is knocking at the door? (Who/Whom)
7. These books are _____. (my/mine)
8. I saw _____ at the bus stop, but I don't know who he was. (something/someone)

# D Writing Skills

**Remember**

**Summary Skills**

**Directions:** Read this passage and:

- Create a title for the passage related to the main idea.
- Accurately summarize the text.
- Your summary must describe all key ideas from the text.
- Do not include opinion or personal information in your summary.
- Highlight or underline key ideas in this passage.
- Summary should be shorter than the original.

## I. Read the paragraph below and write an objective summary.

Electric trolley cars or trams were once the chief mode of public transportation in the United States. Though they required tracks and electric cables to run, these trolley

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cars were clean and comfortable. In 1922, auto manufacture General Motors created a special unit to replace electric trolleys with cars, trucks, and buses. Over the next decade, they lobbied for laws and regulations that made operating trams more difficult and less profitable. In 1936, General Motors created several front companies to purchase and dismantle the trolley car system. They received big investments from Firestone Tire, Standard Oil of California, Phillips Petroleum, and others in the automotive industry. Some people suspect that these parties wanted to replace trolley cars with buses to make public transportation less desirable. This would then increase automobile sales. The decline of the train system in North America could be blamed on many things - labour strikes, the Great Depression, regulations that were unfavourable to operators. Yet, perhaps the primary cause was having a group of powerful men from rival sectors of the auto industry working together to ensure its destruction. Fill it up, please!

1. Title of the passage:

_____

2. Main idea of the passage:

_____

3. Summarize the passage in your own words.

_____

_____

_____

_____

_____

_____

**II. Write a short dialogue between a salesman and a customer about buying a car in your exercise book.**

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# Review 4

## A Oral Communication Skills

**I. Perform the role-play of the dialogue below.**

**Azmat:** Assalaam-o-Alaikum!

**Nusrat:** Wa Alaikumussalam.

**Azmat:** What do you do besides studies?

**Nusrat:** I use social media. I often upload posts on Facebook.

**Azmat:** I think you are always on Facebook. Don't you think it's killing valuable time.

**Nusrat:** I don't think so. Rather social networks like Facebook, Google, Twitter, Instagram, etc. are of great use to us.

**Azmat:** How do you get benefits from social networking services?

**Nusrat:** I can make my personal profile public before the entire online community. Besides, social networks allow users to upload pictures, multimedia content and modify their profile.

**Azmat:** But people sometimes post false information on social networks. Then you may be misled by such false information.

**Nusrat:** I am careful in using social networks. I won't be misled.

**Azmat:** Many users are seen indulging in social networks. I think they waste their precious time, don't they?

**Nusrat:** That's right. But sensible use of social networks is not bad. Besides, there are privacy protection measures too. They can decide what information they will share with others.

**Azmat:** Some users post blog entries that may create anarchy in society.

**Nusrat:** If anyone does so, he or she may be identified and punished. They may also be blocked from the networks.

**Azmat:** I see, Then we can use social networks carefully.

**Nusrat:** Yes.

**Azmat:** Thank you for the information.

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## B Reading and Critical Thinking

**I. Answer the following questions:**

1. What does the young boy want to do?
2. Describe the most exciting experience of the boy.
3. What is the difference(s) between Sindhi and Balochi cultures? (Do the research needed.)
4. What should media's role be?

**II. Guess the meanings of the words below and then compare them with their dictionary meaning.**

| Words | Contextual Meaning (student's Guess) | Dictionary Meanings |
|---|---|---|
| encompass | | |
| inspired | | |
| deeds | | |
| clans | | |
| costumes | | |
| urban | | |
| components | | |
| fanatical | | |

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## C Vocabulary & Grammar

**I. Write the compound nouns in their plural form.**

| football | blackboard | toolbox | grass-field |
|---|---|---|---|
| | | | |

| sunflower | dataset | cockpit | breakthrough |
|---|---|---|---|
| | | | |

**II. Fill in the following blanks with the future perfect tense of the verbs given in brackets.**

**Example:** He _____ his project by next week. (complete)
He will have completed his project by next week.

1. We _____ our journey before the day dawns. (start)
2. The bank _____ by the time we reach there. (open)
3. The farmers _____their fields before the sun sets. (plough)
4. I _____ exercise before the sun rises. (undertake)
5. The train _____ when you arrive. (leave)
6. They _____ an award for the best performance. (receive)

**III. Fill in the blanks with appropriate modal auxiliary verbs.**

1. When she was five, she _____ read and write. can / could
2. Pick up these flowers, otherwise, your mother _____ get angry with you. will / dare
3. We _____ buy tickets. My brother has already bought them. would / need not
4. You _____ help your mother with the housework. She is tired. might / must
5. I was so high up that I did not _____ look down. shall / dare
6. We _____ obey our elders. might / ought to

**IV. Write the full form of these abbreviations and acronyms.**

adj. _____ Dec. _____

CAP _____ NASA _____

**V. Write the abbreviation or acronym of the names of organizations below.**

1. National Accountability Bureau
2. Central Excise Duty
3. American Dental Association
4. Pak-Arab Oil Refinery Company

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## D Writing Skills

**I. Write a dialogue between a salesman and a customer about buying a mobile phone.**

**II. Read the following paragraph and then write its summary.**

We all know that exercise is extremely important in our daily lives, but we may not know why or what exercise can do. It's important to remember that we have evolved from nomadic ancestors who spent all their time moving around in search of food and shelter, travelling large distances on a daily basis. Our bodies are designed and have evolved to be regularly active. Over time, people may come across problems if they sit down all day at a desk or in front of a TV and minimize the amount of exercise they do. Exercise is a bodily movement performed in order to develop or maintain physical fitness and good health overall. Exercise leads to physical exertion of sufficient intensity, duration and frequency to achieve or maintain vigour and health. People who exercise regularly can reduce their risk of death. By doing exercise, active people increase their life expectancy by two years compared to inactive people. Regular exercise and good physical fitness enhance the quality of life in many ways. Physical fitness and exercise can help us to look good, feel good, and enjoy life.

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- **Following is the pronunciation chart based on International Phonetic Alphabet (IPA).**

| Consonants | | |
|---|---|---|
| b | bat | /bæt/ |
| p | pot | /pɒt/ |
| t | tap | /tæp/ |
| d | dog | /dɒg/ |
| k | cat | /kæt/ |
| g | get | /get/ |
| tʃ | chair | /tʃeə(r)/ |
| dʒ | jug | /dʒʌg/ |
| f | fan | /fæn/ |
| v | van | /væn/ |
| θ | thumb | /θʌm/ |
| ð | that | /ðæt/ |
| s | sea | /si:/ |
| z | zebra | /ˈzebrə/ |
| ʃ | ship | /ʃɪp/ |
| ʒ | vision | /ˈvɪʒn/ |
| h | hand | /hænd/ |
| m | map | /mæp/ |
| n | net | /net/ |
| ŋ | sing | /sɪŋ/ |
| l | lamp | /læmp/ |
| r | rat | /ræt/ |
| j | yes | /jes/ |
| w | west | /west/ |

| Short Vowels | | |
|---|---|---|
| ɪ | bit | /bɪt/ |
| e | red | /red/ |
| æ | mat | /mæt/ |
| ɒ | not | /nɒt/ |
| ʊ | put | /pʊt/ |
| ʌ | but | /bʌt/ |
| ə | again | /əˈgeɪn/ |

| Long Vowels | | |
|---|---|---|
| i: | sea | /si:/ |
| ɑ: | father | /ˈfɑ:ðə(r)/ |
| ɔ: | sore | /sɔ:(r)/ |
| ɜ: | fur | /fɜ:(r)/ |
| u: | tool | /tu:l/ |

| Diphthongs | | |
|---|---|---|
| eɪ | lay | /leɪ/ |
| aɪ | my | /maɪ/ |
| ɔɪ | toy | /tɔɪ/ |
| əʊ | so | /səʊ/ |
| aʊ | now | /naʊ/ |
| eə | bear | /beə(r)/ |
| ɪə | near | /nɪə(r)/ |
| ʊə | pure | /pjʊə(r)/ |

- **Consult the above phonetic chart for the pronunciation of words in all the units.**

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